

# IHE Bachelor Performance Report

## Meredith College

2007 - 2008

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### Overview of the Institution

In educating women to excel, Meredith College “endeavors to create a supportive and diverse community” where students develop “the knowledge, skills, values and global awareness” to become leaders, pursue graduate degrees, and be of service inside and outside of their community. Meredith College was chartered in 1891 and opened in 1899 as Baptist Female University to foster the “ideals of personal integrity, intellectual freedom, and academic excellence...” The charter challenges the school community to “emphasize and develop its academic program in terms of scholastic standards and service” as it promotes a liberal arts curriculum that “values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.” Students continue to support this mission with experiences in programs such as service learning, leadership, undergraduate research, study abroad, and internships in the community. The Meredith College campus has grown from a single building in downtown Raleigh to a 225-acre campus in west Raleigh with easy access to downtown, the beltline surrounding the city, and the seven other IHEs in the area. Located in the city of Raleigh, North Carolina, in close proximity to the Research Triangle Park, Meredith College, a private liberal arts institution, is the largest women’s college in the southeastern United States, serving over 2200 students from 28 states and 15 foreign countries. The graduate programs in education, business, and nutrition serve both men and women. With several local universities and school systems in the area and connections with businesses and agencies in the Research Triangle Park, the College promotes partnerships that work for the betterment of the community. The College strives to create and support a diverse community where students learn from the past, prepare for the future, and grow in their understanding of self, others, and the world community. With over 90% of its faculty with the highest degrees in their fields, Meredith College professors devote themselves to teaching and promoting service in the world. In fall 2003, Meredith College underwent a major reorganization with the creation of six schools, one of which was the School of Education. A dean of the School of Education was named, who also served as department chair. As reported in the 2006-07 IHE report, in February 2007, the School of Education and the School of Health and Human Sciences were combined to form the new School of Education, Health, and Human Sciences, with the dean of Health and Human Sciences, Dr. Marie Chamblee, named the dean of the newly combined school. In August 2007, Dr. Mary Kay Delaney joined our faculty as associate professor of Education and department chair.

## **Special Characteristics**

Teacher preparation at Meredith College embraces the College's mission – to educate women for excellence and prepare them for service in the wider community. One of the salient features of Meredith College is that Education is a professional program, not an academic major; thus, students, faculty, and administration share a campus-wide commitment to teacher preparation. The program is viewed throughout the College and the community as valuing the importance of content knowledge and stressing academic rigor. From the freshman year through graduation, students are advised by full time faculty, and with an undergraduate student-faculty ratio of 10:1, faculty assist students in making informed decisions about their major and their program. The professional studies configuration at Meredith College allows every advisor to be an advisor of a potential teacher, and promotes continuous communication with the DOE campus-wide. Students pursuing elementary licensure can major in any one of the 40 majors offered and complement that major with a professional studies component in the elementary licensure area. Students interested in pursuing middle, secondary, or a K-12 teaching license, major in the academic area that is related to their teaching field and complement that major with the professional studies component. In addition, students pursuing middle grades licensure choose to have a content major and a concentration in another area or pursue licensure in one area. Also, Meredith College is one of eighteen campuses in North Carolina selected to participate in the North Carolina Teaching Fellows Program. All Teaching Fellows at Meredith College complete honors work, including an honors thesis, study abroad in the country of their choice, and participate in Focus on Excellence, which includes study trips to New York, Annapolis, Washington, D.C. and Atlanta; support of North Carolina's symphony, ballet, theatre, and its museums. Students in education are encouraged to participate in volunteer services, especially service learning. In addition, the DOE participates in the Student Coalition for Action in Literacy Education (SCALE).

## **Program Areas and Levels Offered**

Meredith College provides twenty programs for initial licensure in the following areas: birth through kindergarten (BK); elementary education (K-6); middle grades (6-9) in English/language arts, social studies, science, and mathematics; secondary education (9-12) in English, mathematics, comprehensive science, and social studies; workforce development education in family and consumer sciences; and, special subject areas K-12 (art, dance, French, Spanish, music, physical education, theatre, and ESL). The following programs are approved at the graduate level: English as a Second Language (ESL), Reading, and Elementary Education.

## 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>Wake County Public Schools Partners: Conn, Partnership, Penny Road, West Lake, Cary, Brooks, Forest Pines, Washington, Salem, Wildwood Forest, Durant Road, and Jeffreys Grove, Wiley elementary schools.</p>	<p>Quality Teachers, Administrators, and Staff and Innovation Guided by Leadership and Retention of highly qualified teachers: Support for student learning, professional development</p>	<p>ILT/Mentor Support Network: 2007-08 Second Year of Implementation            Activities: Fall 2007 – BT Coordinators from partner schools met to plan the activities for BTs for the 2007-08 year. In reviewing the survey results from beginning teachers in spring 2007, four areas of concern were targeted this year: classroom management, working with parents, differentiation, and planning. Two BT Conferences were sponsored: one in fall, the other in spring, plus two additional activities were implemented: individual assistance to BTs in their classroom by faculty in DOE and “coffee klatches” with the BT coordinators of the partner schools.</p>	<p>100 BTs and their mentors from partner elementary schools attended the two (2) BT Conferences this year. Three BTs requested individual assistance from a faculty member, and 50 BTs attended the “coffee klatches” held during the fall and spring. During the 2008-09 school year, the DOE will follow-up on retention of BTs from partner schools.</p>
<p>Partner Schools and Maureen Joy Charter School, Durham</p>	<p>High Student Performance            Production of Globally Competitive Students</p>	<p>MeredithReads: For seven years, in collaboration with MotherRead, Meredith has trained students and faculty to work with students in public schools on story sharing.</p>	<p>2007-08: 107 Meredith education students participated in MeredithReads; 117 students at partner schools + Maureen Joy Charter School were tutored; 5136 hours of story sharing were</p>

			completed 80-100; public school students from partner schools attended Reading Celebration at Meredith College; 200 books were donated to schools by Quail Ridge Books, Raleigh, and the sophomore class at Meredith.
Wake County Public Schools Partners, Washington and Wiley elementary schools plus Baileywick, Lacy, Lynn Road, and Farmington Woods elementary schools, Dillard Drive, Daniels, and Martin middle schools, Broughton High School (exceptional students)	High Student Performance Production of Globally Competitive Students	SCALE-Student Coalition for Action in Literacy Education-Learning to Teach, Learning to Serve: 2nd year of involvement-The enhancement of teacher education courses with service-learning.	Each Meredith student tutored 2 students over the semester or year. Hours of tutoring/student=30; Evaluation data for 2006-07 available indicate: From teachers-82% notice a difference in their participants' achievement; From students-How helpful was tutoring program – Likert scale rating 3.38/4.0; How helpful was the tutor – 3.88/4.0 – Likert scale rating
Wake County Public Schools: Baileywick, Hodge Road, Lynn Road, and Lacy elementary schools, Daniels and Martin middle schools in conjunction with the Department of Sociology.	High Student Performance; Production of Globally Competitive Students: Develop English language skills of elementary ESL students, i.e., Spanish speaking population.	During 2007-08, 145 students tutored ESL students in reading and mathematics.	Third year of program inception; administrators/teachers continue to indicate the following: A significant increase in interest from our student population; an impact on ESL students/teachers and staff in partner schools, as relayed by principals and ESL teachers. "Continue to send students to assist us. They bring a wealth of resources to our school."
Programs for students under Center for Women	High Student Performance; Production of Globally	STEM I& II: Computer Science and Science Camp at Meredith College	Funded by a grant from Burroughs Wellcome, over 25 middle school

<p>in Science and Mathematics (CWSM): Computer Science (STEM II) Camp and Science Camp (STEM I) for middle school girls (STEM = Science, Technology, Engineering, and Math); Girls on Track (ended summer 2007)</p>	<p>Competitive Students: Developing an interest in technology and science in middle school girls</p>	<p>During the 2008 summer, middle school girls experiment with hands-on science and math-based laboratory activities, work with computer scientists in designing computer programs and understanding the inner workings of computers. Adolescents work with college students and faculty. Girls on Track: Girls worked with a variety of common and state-of-the art computer applications to co-construct mathematics-based solutions to problems in their own urban environment. They explored patterns and functions, spatial reasoning, and probability and statistics by applying these concepts to such social problems in their own Raleigh-Durham area as the shortage of public schools and low-income housing, increased pollution and deforestation, insufficient mass transit systems, and the shortage of qualified persons for the many mathematics-related technician and professional careers in the Research Triangle.</p>	<p>girls, mostly from the Triangle area, are participating in two programs of discovery: STEM I in Science and STEM II in Computer Science mostly from the Triangle area. More than half of the students will be attending on full scholarships. In addition, e-mentoring, through biweekly emails, will allow students to continue to be connected with students and faculty.</p>
<p>(NORTHEAST MATH SCIENCE PARTNERSHIP) Warren, Vance, Granville, Caswell, Person, Northampton, Washington, Pasquotank counties Also includes</p>	<p>Quality Teachers, Administrators, and Staff; Production of Globally Competitive Students- Develop highly qualified teachers in mathematics and science; and, improve the mathematics/science</p>	<p>A three-year grant to provide professional development in the teaching of mathematics and science at the middle school level. Math teachers have completed courses in data analysis, statistics &amp; probability and geometry; science teachers completed courses in force &amp; motion and earth science.</p>	<p>This is the end of a three year grant, and post-test data is being compiled during summer 2008.</p>

partnership with Elizabeth City State University and North Carolina Central University (beginning fall 2006)	instruction in middle schools		
Science, Technology, and Math Partnership(STAMP): Roanoke Rapids, Asheboro City Schools	Quality Teachers, Administrators, and Staff; Innovation Guided by Leadership; Production of Globally Competitive Students: Develop highly qualified teachers in mathematics and science; improve mathematics/ science/ technology instruction, and increase student scores on EOCs/EOGs in mathematics and science	A three-year grant to provide professional development in the teaching of mathematics and science at the middle/high school level. The grant promoted the development of teachers to conduct professional development in their school systems and summer institutes at Meredith College. Reach teacher (50-60) has had over 80 hours of professional development in the teaching of mathematics and science, dynamic classroom assessment, and the effective use of technology at the middle and high school level. During the summer 2008, middle and secondary teachers from the partner counties will be at Meredith College in 2-week institutes facilitated by trained teachers.	Outcomes will be measured at the end of the third year of the grant.
Partners for Mathematics Learning: Partnership with Appalachian State University and Roanoke Rapids Graded School District.	Quality Teachers, Administrators, and Staff; Production of Globally Competitive Students.	State-funded mathematics-science partnership grant that focuses on 18 hours of professional development for K-8 mathematics teachers in 50 school systems in N.C. Development of materials, training 700 local school system leaders, and on-line support for implementation of the professional	Outcomes include: Creating quality materials that emphasize “big ideas” in the K-8 Mathematics Standard Course of Study for professional development in school districts; training LEA Leadership Teams who will provide professional development to their

		development will be provided to the school systems. One of the objectives of the project is to insure that Local Education Agencies (LEAs) across North Carolina are able to introduce the revised 2008 Mathematics Curriculum Standards for K-5 in a consistent, focused manner and in preparing to adopt mathematics textbooks in spring 2009.	teachers; supporting these LEA Leadership Teams through on-line modules and additional professional development opportunities; establishing sustainable partnerships through networks that evolve during the professional development
National Board for Professional Teaching Standards (NBPTS) workshops	Quality Teachers, Administrators, and Staff: Retention of quality teachers in North Carolina classrooms by encouraging teachers to complete National Board certification, and contracting with National Board certified teachers to conduct the workshops	Monthly meetings of teachers with National Board certified teachers to develop portfolio for certification.	2007-08 workshop participants: 23 participants; 65%-Wake County teachers; 35%-Granville, Johnston, Orange, Richmond, Vance County teachers

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

Teacher education and non-education faculty members are committed to working in the schools, not only to serve our program graduates, but also the students in the K-12 classroom. Faculty serve on many local and statewide committees that support public education including: grant reader, Wake Education Partnership, Food for Thought; memberships on the Wake County School Health Advisory Council, Richard Jenrette Teaching Excellence Award Committee (\$25,000), LEP Advisory Committee, N.C. Interagency Coordinating Council for Children from Birth to Five with Disabilities and their Families, State Evaluation Committee, Adolescent Literacy Task Force, and North Carolina Outdoor Learning Environments Alliance that advises the Office of School Readiness; President, North Carolina Council for Teachers of Mathematics (NCCTM); state judge, North Carolina Math Fair sponsored by NCCTM; co-program coordinator, statewide NCCTM Convention in Greensboro; and, writers, Power Standards for music, physical education, and secondary education. Numerous faculty work in schools with teachers and/or individual students as tutors or mentors. During 2007-08, Art department faculty worked with Casa Esperanza Montessori and Exploris Charter Schools to integrate art into the social studies and language arts curricula; Education faculty worked with Wake County Literacy Department to provide workshops for Wake County teachers at Meredith College; English department faculty conducted professional development at Wakefield High School on writing across the curriculum; Mathematics department faculty conducted professional development in geometry in Watauga and Scotland County schools, and mathematics department faculty volunteered to tutor Broughton High School students from southeast Raleigh. The annual Cinderella Project, sponsored by the Meredith Fashion Association, continues in Wake County, the state, and the country. The Association collects prom dresses from schools, businesses, and individuals, and gives them to needy students. Meredith College faculty members host competitions, exhibits, seminars, workshops, and camps for students and teachers. The English Department sponsors a Young Writer's Camp for middle school girls, and faculty in mathematics and the sciences continue to work with middle and high school girls. Programs, housed under the Meredith Center for Women in Science and Mathematics, include: Sonia Kovalevsky Day for middle school girls interested in math and science. Faculty and students support public education in many individual ways such as providing technical assistance, costumes, scenery and lighting equipment for middle/secondary schools in our area; supporting character education through dance at West Cary, Wakefield, and Leesville middle schools; translating for parents and teachers at schools and for parents and LEP students in Truancy Court for Sherwood Githens Middle School in Durham; and, judging local/regional science and math fairs. Members of the DOE participate in the Wake Education Partnership, which is the community-based public school advocacy organization. Teachers and administrators, current and retired, from area public schools teach reading, art, dance, social studies, science methods, ESL, and foundations courses.

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

Dr. Susan Roberts continues to lead the DOE as it works with our partner elementary schools, their BT Coordinators, and beginning teachers, on providing quality professional development. At the beginning of the school year, completed surveys from BTs were collected and assessed for needs. Again, classroom management and differentiation were identified as strong needs of BTs, and additional assistance in work with parents and planning was requested. The BT coordinators met in fall 2007 to develop seminar sessions in these four areas, and professional development was held in fall 2007 and spring 2008. In addition, BTs were able to ask for individual assistance from Meredith education faculty. Three BTs requested and received individual assistance in their classroom. The success of the program has allowed us to have discussions about expanding the structured support network to program graduates in middle and secondary schools during the 2008-2009 school year.

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

The program coordinator for non-degree and lateral entry teachers, Erin Barrow, and the Director of Teacher Education, Dr. Toni Parker, communicate with the RALC Coordinator for our area to update program requirements and course offerings. We also communicate with the RALC Coordinator concerning any special offerings for lateral entry teachers. For example, in fall 2008, we offered science methods in the evening and two lateral entry science teachers took the course. When lateral entry teachers enter Meredith College and the DOE, they are advised by the program coordinator, who plans a program that considers her experiences, needs, and teaching schedule. Each alternative licensure teacher is addressed by individual need. Because Meredith is a small community, we have found it easy to accommodate alternative licensure teachers' schedules by adjusting course times and designing special studies courses for teachers needing hours to continue teaching. As surrounding school systems employ more alternative licensure teachers, the DOE is finding better ways to communicate our course schedules to those responsible for lateral entry teachers in those counties.

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

Work with career teachers expanded this year with the inception of the BT/Mentor Support Network. The DOE worked with the BT coordinators of the partner schools to develop the seminar sessions for the BT Network Conference, and the sessions were conducted by career teachers. During the 2007-08 school year, the program coordinator for middle and secondary English/language arts, Dr. Kelly Roberts, worked with three Wake County teachers on a presentation for NCTE. We continue to host the East Regional Conference of the NCCTM on the Meredith campus, where 150-200 teachers attend. Dr. Jane Gleason works with career teachers on providing Cognitively Guided Instruction (CGI) for elementary teachers through the continuing education program. During the 2007-08 school year, the DOE sponsored its eighth support workshop for teachers seeking National Board certification. Career teachers enroll in the support workshops to gain National Board certification, and current national board certified teachers are contracted by the DOE to lead the workshops. In addition, as part of our continuous

support, video and audio editing services, and the curriculum library remain available to all Meredith program graduates and national board candidates enrolled in the DOE-sponsored workshop. Teacher educators and faculty members in mathematics and science sponsor grant-funded workshops and seminars for teachers in eastern and rural North Carolina. Cooperating teachers and their students are able to attend theater arts programs at reduced charge, and have access to materials from the Curriculum Materials Room in the Education Department or from the Meredith College library. Meredith College continued to offer as part of its continuing education program classes in the teaching of reading, using GIS in the classroom, teaching in a diverse classroom, and differentiated instruction.

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

The DOE supports MeredithReads, a college wide service project. Faculty and students in the DOE work with low performing students in elementary schools in Wake County. Second, during the 2007-08 school year, the DOE, along with the sociology department, sponsored a tutoring program for ESL students in elementary schools with high numbers of Spanish-speaking students. Third, we continue to work with Maureen Joy Charter School in Durham as it strives to raise the reading levels of its students. The director at Maureen Joy Charter who was appointed during the 2006-07 school year will return for a second year, and continues to work with the faculty to help students meet annual yearly progress. The implementation of MeredithReads at the school has yielded positive results for its students, and we will continue to provide assistance and support to the school.

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

The DOE and its partners across campus believe that work on the SBE priorities requires a long term plan and commitment. The plan must address the preparation of “globally competitive students” by working with schools and teachers to provide quality instruction. As the state of North Carolina moves to a retention model for beginning and career teachers, DOE is working to provide support for administrators and BT coordinators as they work with their staff. The DOE is providing much needed professional development and resources to beginning teachers, and teachers who struggle. Career teachers have much to share with beginning teachers and allowing them the opportunity to provide professional development on “best practices” recognizes their strengths and puts them in leadership positions, so wanted by experienced teachers. In addition, to support the SBE priority of “leadership for innovation,” teachers involved in the three-year STAMP grant are conducting workshops for their colleagues in math and science. The DOE and Meredith College fully support the SBE priority of “producing globally competitive students” who are “healthy and responsible.” In conjunction with the total college community, the DOE faculty and staff support the MeredithReads program. MeredithReads is designed to help students in oral language, which includes vocabulary development, expressive language, and listening comprehension. Faculty, staff, students, and alumnae use story-sharing strategies to work with students who have low academic and social skills levels to assist them in developing skills to be competitive in a global environment. Over 200 new books have been distributed to schools through the SCALE grant. Under SCALE, Meredith students have been tutoring two students at a community partner site for the past two years. The Meredith students also

conducted a service project with the students they tutor. Ultimately, the goal is for the tutees to begin service projects themselves.

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

The work that the DOE is doing within the SCALE grant (Learning to Teach, Learning to Serve) and MeredithReads has grown significantly. Management of large groups of college students, as they move into classrooms to work with students, has taken organization and commitment. Drs. Jennifer Olson and Diane Strangis have been dedicated to promoting service-learning for our students, and through their promotion, have seen the program grow to encompass several schools in the area.

**Supplemental Information (Optional)**

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

The Learning Center at Meredith College continues to support our students as they prepare for PRAXIS I. During the 2007-08 school year, the DOE provided the Learning Center and Library reserve with new and updated materials for students to work on their PRAXIS I schools. For students who want practice on various components of PRAXIS tests, seek preparation for retaking it, or need tutoring support, the Learning Center provides assistance in communication skills and mathematics, six days a week. As a liberal arts college that values development of literacy across all content areas, direct student support is part of the general curriculum. Approximately sixty Writing Intensive Courses across campus provide continued practice and application of literacy skills within the disciplines. The DOE has a designated PRAXIS Information Center where students can obtain information about every test, find the corresponding guides for preparation, and faculty and staff are available for questions and/or advising. As a result of these and other efforts, a majority of the students in the DOE pass PRAXIS I and II.

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

The recruitment of students into the Education profession requires a total college and community commitment, and is coordinated through the Admissions Department, DOE, the Teaching Fellows Program, and school systems within our service area. However, because education at Meredith College is a professional program, not a major, all faculty, staff, and alumnae have to continuously recruit potential teachers. During the 2007-08, the DOE, led by Dr. Julie Schrock, worked with the Teacher Cadet program at Broughton High School, in hopes of recruiting more young people into teaching. Throughout the school year, DOE faculty conducted classroom sessions with the students, and also attended the Teacher Cadet Conference with the students in March. The members of the DOE and all faculty and staff are vigilant about providing information about our program to school systems in the area. Increasing the number of students

in the licensure-only program at Meredith calls for all faculty to be involved with applicants who express interest in earning a teaching license. We continue to send information to incoming freshmen, work at college majors fair, travel to high schools to talk with students about teaching, and provide information on teaching as a profession to all matriculating students. In addition, we make special presentations to public school staff in hopes of recruiting teacher assistants into the program. Admissions counselors and staff distribute brochures about education and the Teaching Fellows program to potential applicants who visit campus throughout the year, and members of the DOE meet with parents and students to explain education at Meredith College. The faculty of the DOE and the College discuss on a regular basis, “How we can better serve the community?” “What areas in teacher preparation are needed?” “What programs can we offer?” “What times can courses be offered to best serve interested teacher candidates?” The College continues to host Teaching Fellows Recruitment Day, and the DOE sponsors workshops for parents and students. We work through program graduates, who are teaching in high schools throughout the state, to encourage them to refer students to Meredith and the DOE. The financial aid staff at Meredith works with DOE faculty aid to provide assistance for our most needy students.

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

The commitment that Meredith College has to recruiting more minorities into the college and into the DOE has produced results. Latino and Moslem students interested in Meredith and teacher education have increased significantly. All faculty, staff, and students at Meredith College have made a concerted and consistent effort to recruit minority students to Meredith College, and the DOE and the Teaching Fellows office have conveyed to the college community the importance of minorities in the public school classroom. The Director of Teaching Fellows and a DOE faculty member serve on the President’s Diversity Council as it plans awareness seminars for both students and faculty. An increased focus on schools with high minority populations and minority students, contacting those students who specifically inquire about Meredith, and contacts within the public schools have worked to increase the minority enrollment at Meredith College, and minority interest in teaching. Specific departments, such as mathematics, science, English, and the Teaching Fellows Program, have outreach programs for middle and high school students, and we distribute information to those students. Increased work with middle school girls has raised our visibility within that population. The College has identified funds that can be used for LSES students, and the faculty of the DOE support its endowed scholarship for minority students who are committed to teaching. In addition, the four scholarships that the DOE offers serve as a recruitment tool for underrepresented groups in teacher education. We continue to have a General Education program at Meredith that supports the commitment of the College to diversity by “intentionally and systematically addressing the challenges and great promise of . . . diversity.” Meredith’s general education program focuses on human diversity at local, national, and global levels, by developing a student population that values, understands, and is committed to diversity. The DOE continues to see this commitment as a recruiting tool, encouraging diverse students to attend Meredith College, and consider teacher preparation.

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

In fall 2007, the DOE and Meredith College had four goals. One, to successfully host accreditation teams from NCATE and NCDPI; two, to successfully host an accreditation team from the North Carolina Teaching Fellows Commission; three, to seek approval for its new comprehensive science program; and four, to design and seek approval for its two MAT programs and two new M.Ed. strands. As of the writing of this report, the comprehensive science, two MAT programs and one of the M.Ed. strands have received approval from NCDPI. Currently, we are revising one of the M.Ed. strands and waiting on SACS approval for all the new proposals.

## 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	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	4
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	92
	Other	0	Other	8
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>108</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	5
	Other	0	Other	1
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>6</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Licensure-Only	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	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	14
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>17</b>

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

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)	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
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1207
MEAN SAT-Math	567
MEAN SAT-Verbal	*
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.27
Comment or Explanation	

**D. Program Completers (reported by IHE).**

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)	2	6	0	0
Elementary (K-6)	1	26	0	18
Middle Grades (6-9)	0	6	0	2
Secondary (9-12)	0	6	0	5
Special Subject Areas (K-12)	0	9	0	4
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>3</b>	<b>53</b>	<b>0</b>	<b>29</b>
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	48	100
Institution Summary	48	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

**F. Time from admission into professional education program until program completion.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	33	12	8	3	0	0
U Licensure Only	15	6	2	1	1	0
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	1	0	0	1	1	1
Comment or Explanation						

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

<b>2006-2007</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	86	98	74
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**

<b>LEA</b>	<b>Number of Teachers</b>
Wake County Schools	557
Johnston County Schools	92
Forsyth County Schools	59
Harnett County Schools	40
Guilford County Schools	37
Franklin County Schools	36
Nash-Rocky Mount Schools	36
Granville County Schools	34
Charlotte-Mecklenburg Schools	34
Durham Public Schools	33

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

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>	<b>Mentor</b>
quality of teacher education program.	3.79	3.73	3.67
preparation to effectively manage the classroom.	3.46	3.42	3.50
preparation to use technology to enhance learning.	3.68	3.55	3.39
preparation to address the needs of diverse learners.	3.50	3.33	3.33
preparation to deliver curriculum content through a variety of instructional approaches.	3.82	3.61	3.61
Number of Surveys Received	28	33	36
Number of Surveys Mailed	66	66	66

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

**III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
9	12	7