

IHE Bachelor Performance Report

NC A&T State University

2007 - 2008

Overview of the Institution

North Carolina A&T State University (NCATSU) is rated third in the UNC System with respect to funded research and has recently been designated as a research intensive university. The School of Education (SOE) values its work with schools, beginning teachers, career teachers, at-risk students, parents, and agencies to ensure that each child has an opportunity for a high quality education. The current report reflects what we have been able to accomplish through professional development and alignment of curriculum to professional standards to improve the performance of all students. NCA&T is a public, comprehensive, land grant Historically Black College/University (HBCU) committed to fulfilling its fundamental purposes through exemplary undergraduate and graduate instruction, scholarly and creative research, effective community service, and service to public schools. The purpose of the University is to provide an intellectual setting where students in higher education will find a sense of identification (mentoring), belonging, responsibility, and achievement that will prepare them for roles of leadership and service in the communities where they will live and work. To achieve this goal, the University has embarked on the establishment of interdisciplinary programs to offer students greater diversity in intellectual capital. In this sense, the University serves as a laboratory for the development of excellence in teaching, research, and public service through its eight colleges and schools. The University has an enrollment of approximately 11,000 students who are in the Colleges of Arts and Sciences and Engineering, Schools of Agriculture and Environmental Sciences, Business and Economics, Graduate Studies, Nursing, and Technology. Each school and college work collaboratively with the School of Education (SOE) to enhance the experiences of students in the public schools. In addition to the SOE, five of the colleges and schools have teacher licensure programs: the College of Arts and Sciences, Schools of Agriculture and Environmental Sciences, Business and Economics, and Technology. The University offers degree programs at the baccalaureate, masters and doctoral levels with emphases on leadership, teacher education, business, engineering, agriculture, science, technology, arts and humanities and other academic areas. Research is conducted collaboratively by the faculty within the University and with other agencies including public schools, Institutions of Higher Education (IHEs), and industry.

Special Characteristics

North Carolina A&T State University (NCA&T) is a learner-centered community that develops and processes intellectual capital through interdisciplinary learning, discovery, engagement and operational excellence. NCA&T is the only school in the UNC system that raised standards (2.8

GPA) for formal admission and completion of the teacher education program (pass Praxis II prior to admission to student teaching). The change in policy has attracted more quality applicants and more employment opportunities. NCA&T was the first historically Black university in the country to have its counseling program accredited by Council for Accreditation of Counseling and Related Educational Program (CACREP) and the National Council for the Accreditation of Teacher Education (NCATE). The Unit met NCATE Re-Affirmation standards with no Areas for Improvement (AFI). With the demand for a teaching force that reflects the diversity of our society, NCA&T seeks to provide opportunities for large numbers of students from diverse backgrounds to become qualified teachers. The SOE at NCA&T is one of a few in the state to focus on at-risk male students in high school. In addition, opportunities are provided for high achieving high school students to complete their senior year and earn college credits. The Unit offers a wide range of licensing possibilities with 31 graduate and undergraduate licensure programs. Of significant importance are the special programs to attract underrepresented populations to teach science, mathematics, technology, and special education. The SOE and the College of Engineering have developed a program track to prepare engineers to become certified teachers in mathematics and science. In an effort to address the high need areas, Mathematics, Science, and Special Education, the SOE initiated its' first Summer BRIDGE Program to attract already enrolled students from engineering and other related areas to fill the this need. The annual Teachers Career Day hosted by NCA&T continue to attract over 150 school district representatives to recruit our students. Undergraduate students are taught by a competent faculty (95% hold terminal degrees) that is diverse by culture, religion, gender, ethnicity, and race. The University teacher education program is supported by special initiatives that focus on recruitment and college preparation: NASA SHARP PLUS, Louis-Stokes Alliance, ICAN, IFAL, Greensboro Area Mathematics and Science Education Consortium (GAMSEC), SMEAC,RAP, Upward Bound, and McNair Summer Scholars Program.

Program Areas and Levels Offered

Pre-Kindergarten (B-K) Birth through Kindergarten (4) Elementary Education (K-6/4,5) Elementary Education (4,5) Secondary Education (9-12) English (4,5) Mathematics (4,5) Biology (4,5) Physics (4) Chemistry (4) Comprehensive Social Studies (4,5) History (4,5) Special Subject Areas (K-12) Physical Education (4,5), Reading (5) Music (4) Art (4,5) Second Languages Studies: French, Spanish (4) Exceptional Children (K-12/4,5) Cross-Categorical (4,5) Vocational Education (7-12) Agriculture (4,5) Family and Consumer Science (4) Vocational Director (add-on) (5) Trade Preparatory Program (4,5) Industrial Cooperative Training (4,5) Vocational Business Education (4,5) Vocational Business Education – Data Processing (4,5) Career Exploration (add-on) (4,5) Technology Education (4,5) Special Service Personnel (K-12) Counselor (5) School Social Worker (4) Master of School Administration (5) Media Coordinator (5) Instructional Technology (5).

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
Guilford County	To further assist Guilford County Schools in meeting their goal to improve instruction in mathematics and science, NC A&T partnered to provide content mentoring to middle grade science and mathematics teachers.	University faculty with expertise in science, mathematics, and engineering mentored middle grades teachers of mathematics and science to strengthen the teachers' knowledge and understanding of mathematics and science concepts.	In response, NC A&T provided twenty six (26) science and mathematics content mentors for middle grade teachers, who worked one-on-one with the teachers to strengthen their knowledge and understanding of specific mathematics and science concepts. As a result, more practical and enriched projects and hands on exercises were implemented, which provided students with better understanding and appreciation of mathematics and science concepts.
Guilford County	In an effort to support Guilford County Schools in better serving the Hispanic and low-income populations in increasing the reading/literacy rate.	The University, in collaboration with Madison and Bessemer Elementary Schools, implemented a reading tutorial for elementary school students as well as a book distribution in English and Spanish so as to include non-	As a result of this initiative students improved in reading/literacy as measured by tests scores. Approximately one hundred (100) parents were taught specific skills that they were able to use to improve reading

		English speaking parents in supporting their children in Reading. A parental training model for K-2 students and parents was provided in both English and Spanish.	achievement for the students. The program increased parental involvement in the schools.
Guilford County	To support Guilford County Schools' effort in strengthening parental involvement in order to improve student learning.	The University provided Tool Kit Workshops for parents aimed at providing participants with the necessary skills to use common household items to support their child's learning.	Approximately 70 parents learned how to use common household items to develop educational materials. The workshops were interactive and empowered parents to be creative in their approaches to assisting their children with learning. Children of parents attending these workshops were better able to grasp the material taught in the classroom. Additionally, parents were better able to assist their children and displayed greater interest in their children's academic success.
Guilford County	To strengthen Guilford County Schools' effort to create awareness of healthy lifestyle, proper nutrition, and fitness management for lifetime engagement.	The University collected and analyzed data on obesity on 60 young girls at two elementary schools in Guilford County, and offered an after school dance program to promote lifetime fitness for 60 participants.	The 60 participants became more aware of proper nutrition in lifetime fitness activities. Furthermore, many of the participants experienced weight reduction, improved cardiovascular health, and better attendance in school. Expected long term results include, but are not limited to: a decrease in heart related illness in North Carolina, a decrease in

			healthcare costs in the state and decreased mortality in North Carolina.
Guilford County	To support Guilford County Schools' in meeting their goal of improving mathematics, science and lifetime fitness skills at the elementary and middle school level.	The University provided after school tutoring and healthful living activities daily for 16 weeks for elementary and middle grade students on the campus of NCA&T.	One-hundred (100) elementary and middle school students participated in tutoring in math and science and received instruction on lifetime fitness. These students had improved content knowledge in mathematics and science, as demonstrated by test scores and student's enthusiasm. Moreover, the participants began to embrace healthful living concepts and use lifetime fitness skills acquired.
Green, Bertie, Lenior, Wayne	In response to the data indicating the need to increase the number of licensed teachers in mathematics, science, special education and elementary.	The University initiated an on-line licensure program aimed at transitioning career changers in those counties into teaching.	As a result 30 teachers every two years in the areas of mathematics, science, special education, and elementary education are being licensed.
Davidson	At the request of Davidson Community College North Carolina A&T State University formed a partnership to offer a lateral entry program to support the community college in increasing the number of licensed teachers in response to the teacher shortage in North Carolina.	North Carolina A&T State University provided courses in "Learning Theory, Reading , Content Methods, Assessment and Foundations" to support Davidson Community College in producing highly qualified teachers.	North Carolina offered a total of five courses serving over 150 lateral entry students for the past year. These courses enabled Davidson Community College to provide the necessary support for teachers to ensure that became highly qualified.
Burlington-Alamance, Guilford County,	In alignment with the schools' improvement plan North Carolina A&T State University provided an	The University offered additional advanced degrees. In the process of acquiring an advanced degree	North Carolina A&T State University is providing support for 100 teachers to ensure that they

Randolph	Advanced program of study for teachers. This program provided teachers with advanced skills to ensure continued growth in their profession.	teachers were able to research current classroom problems and find solutions, work under a University supervisor in order to gain advanced knowledge of classroom techniques.	acquire advanced knowledge and are able to apply these advanced knowledge, skills and dispositions to classroom applications. In the process Teachers earned the MA.ED in elementary education.
Forsyth	Due to the school system data indicating a short fall in licensed principals North Carolina A & T developed a partnership with Forsyth to support their effort to increase the number of qualified principals in their district.	The University offered an onsite program to train a cohort of teachers to be principals to address the shortage and support the district in increasing the number of licensed principals.	This partnership involved delivering the onsite program to approximately 18 teachers who will become principals thereby supporting the district in increasing the number of principals.
Alamance-Burlington, Guilford	The partnership with these school districts provided an opportunity for the University to strengthen the teacher education program by providing real world experience for interns supervised by practicing teachers. The PDS schools are aimed at increasing public school student performance and support for more effectively training teachers through the teacher training program.	The placement of student teachers and interns provides the students with an opportunity to understand how theory relates to practice while being supported by a practicing professional. This program also provides support for the University's teacher training program by employing practicing teachers as clinical faculty to work with University faculty in supervising and training the candidate.	As a result, the teacher education program is continuously improved by this process. Candidates are ready to manage and succeed in their profession when they complete their program.

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

The faculty at NCA&T provided a wide range of workshops for teachers and instructions for students across Guilford, Davidson, Forsyth, Union, Randolph, Rockingham and Halifax Counties. The collaborative activities between the faculty and the counties involved 1,540 students, 122 teachers, and 50 parents to improve student achievement, especially in the areas of science, math, special education, and parental development/support. Specific collaborative activities include the NSF research grant for content mentoring for middle grades mathematics and science teachers; the 21st Century grant that provided after school tutoring for more than 150 students; faculty involvement with more than 50 students in a dance program and the parental activities that included home tool kits for parents to work with children as well as the "donuts for Dads"; and providing literacy training for teachers at local schools to improve student performance for minority and special needs students with a focus on reading/literacy; the SMART program focused on training NCA&T students to tutor students at Washington Elementary and Rankin Elementary schools. The aim of this program was to prepare students to pass the EOG; the Adapted Physical Education graduate program provided seminars on interdisciplinary areas in relation to students with special needs; the engineering faculty offered the LEGO competition, nanomaterials research, enrichment in mathematics, and research opportunities for faculty and graduate students; the Agriculture faculty provided workshops on Horticulture and Career Exploration; the faculty in Human Performance and Leisure Studies (HPLS) provided workshops on first aid training and obesity awareness; and GAMSEC worked with career teachers to improve the quality of mathematics teaching and learning in the schools. In addition, the early college for high school students enrolled 72 students in courses at NCA&T.

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

Support for beginning teachers is embedded in the SOE professional development programs, with emphasis on math, science and special education. The Curriculum and Instruction (CUIN) faculty visited and worked in the schools to assist first year teachers on a weekly basis. Each year, the PDS schools made concerted effort to ensure the professional development activities are offered at these schools and the SOE provides a seminar to which all beginning teachers are invited. A highlight of the seminar is the opportunity provided for teachers to express their concerns about the first year experience and their preparation for work. This activity extends the SOE's commitment to reflection on practice. In addition, experts in various teaching strategies are invited to provide workshops on strategies that have been identified as helping beginning teachers. For example, one expert provided a workshop on differentiated instruction and another on value added assessment. More than 40 teachers participated in each workshop. The assistant dean for assessment ensured that surveys were sent to all recent graduates to determine their needs and how they can be assisted. The data were summarized and used for program improvement. Faculty and administrators visited schools where candidates were working to provide support. Beginning teachers from all licensure areas were monitored. In order to fully understand how students are progressing, an employer survey was sent to the principals for their evaluation of recent graduates. Principals and teachers were invited to the campus to share data regarding the preparation of teachers. The realignment of the teacher education program to

enhance instruction related to parental involvement and working with families was realized through the establishment of a parent center. The center is designed to assist beginning teachers as well as veteran teachers in relation to their teaching needs. Regular on-line opportunities are provided for first year teachers to contact the university, receive notices and invitations to various functions, and to interact with professors. All faculty in the SOE are engaged in working with beginning teachers and providing support for student learning. All beginning teachers in the school districts we serve are encouraged to contact the university and attend learning communities that are offered by program coordinators.

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

As indicated each year, providing opportunities for lateral entry teachers to become certified is embedded in the SOE programs. Late evening classes are offered, special summer schedules continued to be offered and regular visits to the classroom are conducted during the regular year. The summer school program continues to cater specifically to lateral entry candidates. In addition on-site programs at community colleges, on-line courses and special programs to accommodate lateral entry are offered. To address lateral entry from a career development perspective, the SOE has established the Masters of Arts in Teaching (MAT). In the MAT program, candidates receive their initial license in the first part of the program and have the opportunity to complete the second part in order to receive advanced certification. This will be especially helpful as individuals continue in their career as teachers. A&T has aggressively pursued working with the lateral entry candidates by collaborating with the Model Teaching Consortium. Full on-line programs have been developed in elementary and special education and courses have been developed in mathematics and science. Faculty are encouraged to offer courses on-site to support lateral entry teachers. In addition NCA&T has established a collaborative arrangement with High Point College and Davidson Community College to support Davidson Community College in licensing lateral entry teachers. NCA&T participates to offer the NCTEACH program as another special initiative to help lateral entry teachers. A National Science Foundation grant will also assist NCA&T to provide content specialist in the classrooms of lateral entry science and mathematics teachers. Lateral entry teachers who have not passed the licensure examination, are invited to participate in the workshop in preparation for the examination. The SOE is committed to assisting lateral entry teachers in completing their certification and improving student achievement. The MAT program will serve many lateral entry persons offering licensure to candidates who have bachelor's degrees. The Unit has a designated person to work with and assist lateral entry persons with the licensure process and to help them to matriculate through the university.

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

Providing service to career teachers continues to be a major goal for the SOE and University. The SOE and University offer advanced licensure in 20 program areas. The SOE has consistently offered mentoring for career teachers to become Nationally Board certified. This aspect of support for career teachers is formally organized through the alignment of standards to the advanced masters programs. A Nationally Board certified teacher is hired to coordinate this program on a yearly basis. More than 400 career teachers have been served over the past six

years. This ongoing activity has served to enhance the learning communities where teachers work by increasing the number of certified teachers by the National Board. Every two years through the Professional Development Schools (PDS) partnership, a career teacher is hired to support clinical involvement in the schools. In addition, the SOE has institutionalized the need for clinical faculty and has hired two additional faculty, whose primary responsibility is to provide clinical support and service to public schools. This has been a unique opportunity for 7 teachers in the past years to develop expertise in teacher preparation. The SOE continues to focus on building learning communities designed to support all school personnel, especially the career teachers. The SOE is building professional learning communities in partnership schools where teachers conduct research and share their findings in various venues such as conferences and professional meetings. In addition, the SOE provides opportunities for career teachers to come to the campus two times a year in order to share with the SOE their experiences in evaluating our candidates who are in student teaching. Each summer career teachers are hired as adjunct professors to teach various courses. The SOE has consistently met with four local education agencies to determine how to help them improve the performance of their students. The SOE faculty write grants, engage in research, work with leadership teams, convene with principals, superintendents, and advisory boards to be more effective in assisting beginning and career teachers. These institutional programs reinforce the SOE's commitment to establishing professional learning communities.

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

One of the major concerns of the SOE is low performing schools. Of particular concern is the Middle College which is located on the campus and is comprised of at-risk students. As a result, the SOE has collaborated on a million dollar grant to transform the Middle College to a "Learn and Earn school." In addition, the SOE continues to provide mentoring and instructional support for the Middle College. Several faculty members, who have done research and scholarly work in relation to African American males, serve on the Middle College Advisory Board. The University faculty continue to serve as mentors in the Middle College as well as other low performing schools; for example, faculty are lunch buddies in the PDS schools, tutors, workshop presenters, and curriculum developers. A 2.7 million dollar grant entitled "Transition to Teaching" serves Greene, Bertie, Lenoir and Wayne counties in providing licensure certification for teachers in science, mathematics, special education and elementary education. The goal is to increase the number of licensed teachers in low-performing schools. In addition, an on-going literacy and tutoring program is offered for low-performing students in Guilford County Schools. The commitment to improve low performing school districts is evident through on-going research, grant writing and efforts in PDS schools. The SMART (Student Mentoring Assessment Reflection Teamwork) Program is a mentoring program that works with Washington and Rankin Elementary Schools in which NCA&T students are trained to tutor at-risk students at these schools to improve performance on the EOG tests.

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

The SOE has continued to focus on producing highly qualified teachers to meet the high needs areas of the state in math, science, and special education. A university recruitment plan has been

developed from a university perspective to increase production of teachers. The School of Education has hired a recruiter, a retention adviser, and a 2+2 coordinator to address this shortage. New recruitment materials have been designed and disseminated. Faculty members were selected to write new standards for special education and reading education program areas for the state. A faculty team was created to address the state initiative for revisioning teacher education programs. The team has completed Phase I of the plan. Moreover, a recruitment plan has been developed that is inclusive of the entire university to recruit and prepare more teachers especially in the shortage areas. A full-time recruiter is being hired to support teacher recruitment. Many of the activities in schools are with low achieving students. Special efforts in literacy and mathematics are provided by the faculty in low performing school.

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

Special emphasis for the year has primarily been on the revisioning of the teacher education program. Ad hoc committee was established and an initial plan was developed including timeline, goals, and responsibilities. In addition, the committee research, professional learning communities to provide a basis for the revisioning process. Focus groups were held with key stakeholders, community leaders, faculty, students, and school administrators.

Supplemental Information (Optional)

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

All program completers at North Carolina A&T State University are licensure able upon graduation. The Unit has developed and implemented a systematic comprehensive plan to assist all candidates to pass Praxis examinations. Upon enrolling in the program all licensure candidates are required to enroll in a course that assist them in passing Praxis I. The course is designed to develop test taking skills and aligned with content courses that students are taking simultaneously. The course is designed to enhance candidate's skills in reading, writing and computing. Faculty members with expertise in learning styles, content, and test taking strategies teach these courses. Since Praxis II is a content test, multiple strategies are utilized to ensure that candidates develop breadth and depth in content. Perhaps the most salient components are curricula alignment to national and state standards and the specifications of the Praxis II examination. On-going analysis of performance on the tests are completed and shared with faculty in the content areas. The Units' plan calls for continuous and ongoing: (1) assessment of candidate performance and analysis of tests scores, (2) curriculum alignment with Praxis II competencies, (3) faculty development on Praxis II, (4) textbook alignment/review, (5) parallel readings for candidates, and (6) identification and selection of appropriate software, hardware and technology tools. Praxis II workshops and learning programs are required for all candidates who are required to pass Praxis II examinations. The Unit has an 100% pass rate on Praxis II.

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

The SOE participates in the university-wide recruitment initiative that involves SOE representatives in a series of receptions throughout the state and a special recruitment initiative held in Washington DC. However, to be more focused on recruitment of teacher education candidates, the SOE hired a full time recruiter, retention adviser, and 2+2 coordinator who will be responsible for implementing the recruitment plan. The recruitment plan was developed in collaboration with all teacher education programs on the campus. Although the focus is on recruiting students, special emphasis is placed on mathematics, science and special education candidates. Implementing the recruitment plan involves a newly created web page, media including newspapers, radio, bill boards and television. In addition, the team will work with community colleges, local school districts, cadet programs and churches to recruit students. Another specific initiative is to recruit current university students to become licensed teachers upon graduation. The Summer Bridge Program was initiated to address licensing of currently enrolled students from engineering, mathematics, science, and special education.

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

The SOE works collaboratively with public school principals, teachers, counselors, community leaders, churches and campus leaders to attract and enroll minority candidates in teaching programs. NCA&T collaborates with Guilford County to offer scholarships to African American males to become licensed teachers. The other activities listed are on-going yearly activities in collaboration with other licensure areas at the university. The SOE works with minority students through funded initiatives such as 21st Century grant initiative and the 2+2 agreements with community colleges to identify and develop students for college work. The SOE sends a special mailing to all NC high school seniors who score high on the SAT. The SOE sponsors a number of university programs designed to attract on-campus undecided majors including the Summer Bridge program. During American Education week special programs and events are held each day designed to attract minority students into teaching. Nationally recognized scholars and personalities are brought to the university to highlight the need in education and the subsequent opportunities for minority students. Additionally, special programs and initiatives are held in program areas such as Agricultural Education, Business Education, Biology, Chemistry, and Music. Each year the Agricultural Education Department holds an annual barbecue festival where approximately 260 high school minority students and 105 middle school minority students throughout the state are brought to the campus for a day of activity and enrichment. The College of Arts and Sciences through its GAMSEC program holds several programs aimed at mentoring and directing minority students into teaching. Students enrolled in the Middle College in which the majority are African American Males, mentored by faculty in the SOE with the hope that they may consider teaching as a career.

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

In order to address the state need to produce more licensed teachers especially in the area of mathematics, science and special education, the SOE has embarked upon a number of new initiatives aimed at addressing the State priority. The new SOE initiatives are: the development of a University-wide recruitment plan which includes the Bridge Program, centralized advising, and Parent programs; expanding the distance programs to address a larger geographic area; designing and implementing optional teacher licensure programs such as mathematics teaching licensure for engineering program and science education teachers for currently enrolled students; and proposing a University Studies Education Cluster Theme to address the necessary courses for licensure for students in professional areas.

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	0
	Black, Not Hispanic Origin	25	Black, Not Hispanic Origin	92
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	16
	Other	0	Other	0
	Total	33	Total	109
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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	0
	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	4	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	6	Total	11
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	3	Total	7

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	NA
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	180
MEAN CBT-R	327
MEAN CBT-W	323
MEAN CBT-M	*
MEAN GPA	3.21
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	0
Elementary (K-6)	0	26	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	7	0	0
Special Subject Areas (K-12)	0	4	0	0
Exceptional Children (K-12)	0	3	0	0
Vocational Education (7-12)	0	7	0	0
Special Service Personnel	0	0	0	0
Total	0	49	0	0
Comment or Explanation				
Three completers were dual licensure recipients, and are listed in each area completed.				

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	9	100
Spec Ed: Cross Categorical	1	*
Institution Summary	10	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	22	20	2	1	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation						
Dual licensure completers are indicated once.						

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

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	33	97	58
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	834
Forsyth County Schools	259
Charlotte-Mecklenburg Schools	217
Rockingham County Schools	132
Wake County Schools	123
Alamance-Burlington Schools	111
Randolph County Schools	101
Durham Public Schools	84
Cumberland County Schools	81
Davidson County Schools	66

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.	3.50	3.50	3.17
preparation to effectively manage the classroom.	3.13	3.50	2.83
preparation to use technology to enhance learning.	3.50	3.38	3.00
preparation to address the needs of diverse learners.	3.50	3.00	3.00
preparation to deliver curriculum content through a variety of instructional approaches.	3.63	3.25	3.17
Number of Surveys Received	8	8	6
Number of Surveys Mailed	20	20	20

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
57	12	5