

IHE Bachelor Performance Report

NC Wesleyan College

2007 - 2008

Overview of the Institution

North Carolina Wesleyan College is a small, private liberal arts college located on a 200-acre campus just north of the city of Rocky Mount. The College was founded in 1956. It enrolls approximately 800 full-time students at the Rocky Mount campus and serves about 1000 part-time adult students with evening programs in Rocky Mount, Goldsboro, and Triangle. The College offers undergraduate programs organized into 22 majors. The liberal arts are the foundation of the curriculum, and each major helps students prepare for rewarding personal lives, good citizenship, and productive careers. It emphasizes small classes and individual attention. While Wesleyan is affiliated with The United Methodist Church, it is open to all persons regardless of their religious beliefs. Wesleyan's statement of purpose notes that "The College has a special commitment to the Rocky Mount area and to eastern North Carolina. Through individual faculty, staff, and alumni activity, and through its educational and cultural programs, the College promotes the development of the region." The provision of an undergraduate teacher education program and collaborative work with area schools support the mission. The College offers majors in elementary education, special education, and middle grades education and a minor in secondary education for its degree-seeking students and licensure-only programs for post-baccalaureate and lateral entry candidates. The teacher education program is accredited by NCATE and it is a member of the NC Association of Colleges of Teacher Education.

Special Characteristics

Wesleyan's small size and its mix of students from varied cultural backgrounds and ages provide a unique opportunity for students and faculty to work closely together. About 50% of the student body at Wesleyan is African-American. There are four full-time education faculty positions; during 2007-2008 one of these was not filled due to a late resignation. The goal of the program is the development of teachers who are reflective decision-makers. The education program begins with courses in the sophomore year, and throughout the program the students complete case studies, develop portfolios, respond to teacher narratives, and work closely with K-12 educators to promote reflective practice and effective decision making. Field experiences begin in the first two classes and continue throughout the teacher education program to provide students opportunities to be in diverse school settings. In addition, students complete a full semester of student teaching and are strongly supported by visits each week from the college supervisor. Typically, the student spends the semester prior to student teaching as an intern with the same teacher. Elementary education student teachers are placed in both a kindergarten and another

grade level. The College is a founding member of the Model Teacher Education Consortium, a group committed to increasing the quality and number of teachers in eastern North Carolina by making teacher education programs affordable and accessible. The College has transfer agreements with area community colleges to facilitate a smooth transition to the teacher education program at Wesleyan. The department provides advising sheets showing courses at the community colleges that transfer to Wesleyan. The focus of the teacher education program is to prepare teachers who are reflective decision-makers who work well with diverse K-12 learners and demonstrate knowledge of the content being taught as well as knowledge of up-to-date teaching methodology. Historically, all program graduates have satisfactorily completed the state's initial licensure program, and on state and college conducted surveys, employing principals consistently have expressed strong satisfaction with Wesleyan's teacher education graduates especially in the area of curriculum and instruction. Surveys of graduates also indicate satisfaction with their preparation and indicate that they enter the classroom with current knowledge of methods and issues in K-12 education.

Program Areas and Levels Offered

Undergraduate licensure and licensure-only areas: Elementary Education, Special Education: General Curriculum, Middle Grades Education with concentrations in mathematics, language arts, science, and social studies, and secondary (9-12th grade) programs in English, mathematics, history, and social studies. Temporary authorization for comprehensive science has been requested. Typically, the program produces about 8-10 teachers each year.

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
Nash-Rocky Mount and Franklin County Schools; Nash Community College	Assist middle school lateral entry teachers and others in becoming licensed and/or “highly qualified” and in turn, increase middle school student achievement in science and math.	This collaborative grant project ended in the fall of 2007. Two week-long workshops were provided to math and science teachers from the two districts. The workshops were held at Wesleyan and were delivered by invited presenters. About 20 teachers participated in each workshop.	Over the course of the grant all the lateral entry middle grade teachers participated in courses and special workshops and achieved clear licenses.
School districts, charter schools, community colleges, and colleges in Eastern NC who are members of the NC Model Teacher Education Consortium	Recruitment of teachers from among school staff, especially teacher assistants; provision of courses needed by lateral entry teachers -- Target: Lateral Entry and Teacher Recruitment	Wesleyan offered 30 courses which enrolled 123 teachers or assistants in the evening at four locations and provided transcript reviews as requested. Wesleyan considers this a service to the region since it does not charge full tuition to the Consortium; it is paid about 80% of the regular tuition and fees are not charged.	One lateral entry teacher finished his program in June and two teacher assistants finished their programs and began teaching immediately, one in Franklin County and one in Warren County. Plans of study were provided to several lateral entry teachers and also to teacher assistants and other persons seeking employment in the area schools.
Nash-Rocky Mount	Provision of reading workshops	This is the fifth year of the	Almost all the teachers in the

Schools	to assist teachers in meeting renewal credit requirements Target: Career Teachers and the Recruitment of Teachers	reading collaborative project. A 10-hour workshop on reading and science was delivered. Between sessions each had to implement a class strategy and then share results of their lessons. (Teachers paid \$20 each to cover food and supplies; instructors volunteered their time in planning and delivering the workshop.) In the area of teacher recruitment, an evening meeting was conducted to share information with teacher assistants about becoming teachers and follow up sessions were conducted at two schools and with several individuals. Wesleyan is exploring the possibility of a cohort project for the assistants.	science and reading workshop gave the workshop ratings of Excellent. The project to try to recruit assistants did generate interest; over 20 assistants attended the meeting held in May to encourage them to become teachers. Follow up sessions were conducted at three schools and other planning meetings are under way.
Rocky Mount Preparatory School (RMPS is a charter school.)	Agreement with the School provides support for lateral entry teachers, support for education majors who do field experiences at the school, and provides activities for students at the school.	Lateral entry teachers at the school have taken Consortium courses. Other teachers have participated in the science and reading workshop provided by education faculty. Two teachers participated as guests in a Project Wild workshop offered as part of a methods class. A workshop on lesson planning was provided by an education faculty member to the middle school faculty at the school at the school's request.	A survey of the teachers in the reading project indicated the students were excited to have the students come to read to them. One teacher noted, "Students really enjoyed and are still talking about the books and activities." Feedback from the workshop participants was positive.

		<p>Teachers and the principal from RMPS have been part of panels for education classes. Faculty and students have free access to the Wesleyan library. Seven education majors and their instructor read to students in two first grades each Wednesday for seven weeks. (This activity was in addition to other field placements for the education majors.) A member of the science faculty mentored a science teacher at the school who was preparing to teach AP Environmental Science using e-mail, meetings, and a visit by the teacher to an on-campus lab session. Science students in BIO 225 planned and delivered environmental education lessons to two third grade classes (8 lessons each).</p>	
<p>Wake County School "Teach Up' Project</p>	<p>Target: Recruiting new teachers</p>	<p>Wake County Schools has a grant to provide courses for teacher assistants. The Teach-Up project is a partnership activity that provides courses in an accelerated format for teacher assistants and others who hold degrees and want to become teachers. Wesleyan is delivering the courses in an 8-week format at its Triangle</p>	<p>Courses began in the spring of 2008 and will continue over the next year; some 15 persons have been enrolled in the program.</p>

		campus. A reduced tuition is charged.	
Our Lady of Perpetual Help Elementary School	Target: To assist teachers in meeting and maintaining licensure requirements and to respond to specific requests from the school. This is the third year of this partnership. Our goal is to expand to other non-public schools.	The school requested help with providing ideas for science experiments and also with ways to integrate technology in teaching. Two science faculty members delivered workshops on physical science and chemistry activities in two Saturday workshops and a staff member conducted a technology workshop for the teachers on two Saturdays. Faculty and staff were not paid. An art teacher at Wesleyan has designed and installed a nativity scene for the school. Two teachers attended the 10-hour science and reading workshop provided to area teachers.	Feedback from the science workshop and the technology workshop was very positive. Ten teachers enrolled in the technology workshop and five in the science workshop. (The science workshop conflicted with a school holiday.) One of the science faculty members returned to the school as a judge for a science fair. Teachers reported that they used the ideas from the science workshop in their classes and found them practical and fun and some used as part of their spring PTO meeting with parents with much success. Comments about the technology workshop included, "I can't wait to use it(activities) in class and feel the students will really enjoy it" and "informative".
Nash Rocky Mount Art Teachers Association and art teachers in surrounding districts	The collaboration is between the art faculty member and the local art teachers who are active in the local art teachers association. The goal of the collaborative projects is to provide learning	The art professor at Wesleyan worked with three Nash-Rocky Mount art teachers to conduct an art exchange with schools in other countries-one in India, one in Australia, and two in England.	Art projects from the exchange were displayed on campus in the Civic Gallery. The project was viewed by visitors to the Dunn Center on campus and by various school groups. Plans

	<p>experiences with the visual arts for area students. The art faculty member and local teachers have collaborated in the past, and the goal is continue to build on the positive experiences.</p>	<p>The goal was to celebrate Martin Luther King’s vision of world brotherhood. Elementary majors assisted with the display. The art faculty member also worked with students in the local Boys/Girls club to build sets for the NashArts opera, “The Impressario”. An after school art workshop proposal was developed but it was not implemented; a goal is to propose it again.</p>	<p>are to repeat the project and for the students to write to their partnering students. Students engaged in the project learned much about the different cultures and their forms of art during the project.</p>
<p>Special Educators/Parents in Wayne County Schools</p>	<p>Target: Special education teachers and parents</p>	<p>Courses in special education are offered to lateral entry teachers and others at the Goldsboro adult degree site. During both semesters members of the classes planned and implemented a parent advocacy training session for teachers and parents from the district. Over 100 persons participated in the April session; music was provided by a local school choir.</p>	<p>Feedback from participants in the two sessions has been very positive. The district has offered to host a repeat of the workshop in the next year which will provide more room for more participants.</p>
<p>Nash Rocky Mount High School Teacher Academy and other student groups</p>	<p>Target: To encourage middle and high schools students to consider careers in teaching and/or to continue their education beyond high school</p>	<p>High school students involved in the districts Teacher Academy spent a day on campus to learn more about teaching and teacher education programs. Faculty, staff, and education majors shared information with the high</p>	<p>This was the second year members of the Teacher Academy came to campus. Feedback from attendees was very positive and a goal is to increase the collaboration in order to encourage high school</p>

		<p>school students and their sponsors. Education faculty have volunteered to work with a teacher who wants to establish a Future Teachers Club at a local high school (Southern Nash). Also, students in two local Communities in Schools programs came for campus tours and information sessions on going to college.</p>	<p>students to pursue education majors. For many years Wesleyan has worked with the Communities in Schools project to encourage students to stay in school and plan to attend a college.</p>
Nash-Rocky Mount Schools	Collaboration for 'at-risk' students/dropouts and tutoring activities	<p>Wesleyan is one of the partner agencies that worked to submit a state grant for serving at-risk students and decreasing dropouts in the district. Wesleyan students have served as paid tutors in an after school tutorial program and one student volunteered on a limited basis with an AVID class. Students in and the instructor of the language arts class tutored each week in the spring semester at Baskerville Elementary; this was the second year of this collaboration. Athletic teams at Wesleyan are involved in many tutoring and mentoring programs with students in the Nash-Rocky Mount Schools. Football players served as mentors to all the third-fifth grade boys at Braswell</p>	<p>The community partnership grant was submitted, but it was not funded. The committee continues to meet with the goal of resubmitting the grant. In the past three years faculty and students have worked in the AVID program as volunteers. Involvement with the AVID program was limited this year due to scheduling conflicts; the goal is to renew this support in the upcoming year. Wesleyan did work with the district to identify some student tutors for the after school tutoring program; these individuals were paid. Both Wesleyan language arts students and the school personnel indicated that the weekly tutoring sessions at</p>

		<p>School; over 30 players paid weekly visits to the school during the fall and spring semesters. The basketball team served as mentors at Pope. Two athletes and an education professor participated in the Career Day activities at Pope. The soccer team and coach taught a soccer unit with students at Pope and Cedar Grove School in collaboration with the PE teacher at the schools. In collaboration with staff at Red Oak Middle School a project called HOPE (Helping Others Progress and Excel) was implemented. A staff member from Wesleyan served as one of the advisors. The program mentored middle school males; meetings were conducted each Monday and topics such as lifestyles, relationships, stereotypes, etc., were discussed.</p>	<p>the school were helpful. This was an unpaid project, and the Wesleyan students in this program also completed other field experiences at different schools.</p>
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B. Brief Summary of faculty service to the public schools.

Faculty and staff in the education department and across campus provide service to area schools, teachers and students. Math professors planned and hosted the regional State Math Finals Contests in Algebra I, geometry and Algebra II in May for 100 students from eastern North Carolina. One of the math professors helped with the state contest in Durham. She was a judge for the Coastal Region Odyssey of the Mind tournament and the state tournament. Two librarians assisted in local schools. One judged a science fair at Nash Central Middle and participated in the book fair at the school; the other made presentations on her visits to Bolivia and Peru to three classes at Martin Middle School and served as an evaluator for senior graduation project presentations at Tarboro High School. A library assistant designed the yearbook for Coopers School. A psychology professor provided mental health lessons at Bullock School in the fall. A physical education teacher and coach provided help for a fall festival at Benvenue Elementary and with the career day at Red Oak Middle; in addition other coaches had their students read to area children and mentor students at several schools. Another coach collaborated with a PE teacher to provide soccer lessons at Pope and Cedar Grove Schools. Faculty in science provided a 10-hour workshop for teachers, mentored a teacher preparing an AP class, coordinated science lessons for students in a local school, and judged several science fairs. One served as a judge at the regional Science Olympiad at Fike High School. Another professor coordinated the donation of science equipment to Rocky Mount High School. Admissions staff coordinated visits for 10 school groups from area middle and secondary schools. The art, music, and theater faculty worked with area teachers and students in producing various shows, such as the International Art Exchange Project at three local schools. They and the staff of the Dunn Center hosted many school groups for tours of the art galleries and for theater productions. Education faculty were involved in a variety of projects. One assisted with a field day at Pope School, served in the Guardian Ad Litem program, tutored in a summer reading program, and provided consultation to a childcare program and several teachers. She served on the NE Principal of the Year search committee and planned special education parent forums in Goldsboro with area special education teachers. One tutored each week in the spring in a local school with students from her methods class; she also was active in providing support to a local private school. She conducted a workshop for middle school teachers about lesson planning and coordinated work with the area high school Teacher Academy. The other fulltime education professor read to children in a local charter school along with students from one of her classes for eight weeks; she provided a 10-hour reading workshop for teachers; she proctored three days during the EOG tests at Nash Central Middle. She provided resources to a teacher working on a graduate school project and a teacher seeking help with a class project. She worked with teachers to review entries for the Young Authors project sponsored by NC Reading Association. A faculty member coordinated a one-day Project Wild workshop and invited local teachers to join the activity; three did.

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

The program involves its students in a variety of activities to facilitate the transition from college student to teacher. Students prepare resumes and are encouraged to attend job fairs; mock interviews with area school personnel are held. Faculty members post job announcements and

write letters of reference for students. In addition, Wesleyan informally provides support to the area's beginning teachers. Graduates are encouraged to continue to use the College's library and the Curriculum Materials Center, and they have borrowed materials. They continue to have free library privileges. Most of our graduates employed in area schools are visited or called by a faculty member to offer help and support. At least once a year recent graduates come to campus to share feedback and to participate in a seminar. We met with recent graduates at a dinner meeting in April 2008 and the NC Teacher of the Year provided a motivational talk.

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

Wesleyan has served lateral entry teachers since the State began the program. Wesleyan serves lateral entry teachers by providing programs of study and courses in the evening both on campus and at area community colleges. Faculty respond quickly to calls about lateral entry, provide programs of study promptly for prospective lateral entry teachers, and refer students to Colleges providing areas of licensure not offered at Wesleyan. In addition, information related to the Praxis II exams have been provided to lateral entry teachers. Despite our small size and our few areas of licensure programs, we serve lateral entry teachers through the NC Model Teacher Education Consortium. Wesleyan helped found the Consortium in 1989 and has provided courses ever since for lateral entry teachers, provisionally licensed teachers, and persons desiring to be teachers. Wesleyan charges a reduced tuition for Consortium classes and students are not charged an admission fee or student fees, a savings of over \$200 to the teacher and Consortium per enrollee. During the past year Wesleyan offered courses for the Consortium either on-campus, at Nash Community College, at the Triangle campus or in Goldsboro serving mainly lateral entry teachers. Some 30 courses were offered with an enrollment of 123 persons. Faculty participated in off-campus transcript evaluation and registration days to make it easier for lateral entry teachers to acquire programs of study and to register for classes. Nash-Rocky Mount and Edgecombe districts frequently refer potential teachers for transcript reviews. Over 10 individual plans were developed. This number has declined since the Alternative Licensure Center is so active and they require fewer courses. Faculty work closely with the Alternative Licensure Center.

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

Faculty offered a 10-hour literacy workshop on science and reading for area teachers to provide renewal credit in reading as required by the state. A workshop related to lab methods in science and a workshop on technology were also provided to area teachers by faculty and staff in the arts and sciences. One teacher requested help with finding resources for a graduate school project, and a faculty member gathered articles and books for her. Another requested help in finding information about learning styles, and a faculty member identified several resources which the teacher used in her classes.

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

Wesleyan's work with the NC Model Teacher Education Consortium is a service to low-performing schools since many of the area schools have teachers who are out-of-field or who are lateral entry teachers. Providing courses for them helps the schools. Many of the tutoring activities performed by faculty staff, coaches, and students were with students needing extra help. Students served as tutors in an area after-school program and tutored in the AVID program. One faculty member and her students tutored at Baskerville. One faculty member participated in the Closing the Gap Conference.

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

Goal 1—NC public schools will produce globally competitive students. The support provided low performing schools--tutoring, grant activities, workshops, work with lateral entry teachers and beginning teachers--are all examples of activities to promote student learning. These are described in other sections. Goal 2—NC public schools will be led by 21st Century professionals. The conceptual framework for the program is on reflection and decision making. Reflective practice involves assessment, and current research shows a connection between reflective practice and student learning. Candidates utilize technology throughout the programs at Wesleyan. Goal 3—NC public school students will be healthy and responsible. Many of the skills developed by and dispositions instilled in the teachers who complete their programs at Wesleyan focus on behaviors that promote a caring, inclusive classroom. Activities such as the soccer lessons provided to two local schools by a Wesleyan coach support this goal. Goal 4—Leadership will guide innovation in NC public schools. The partnerships Wesleyan has with area schools and the good relationship we have with the local community college help address this priority. We've shared facilities and resources in order to provide courses and projects to support teachers and to impact student success. We're also working with faith-based schools in our area to meet the needs of their faculty. One example is providing workshops for teachers at the local Catholic school. Another example of collaboration is the Gateway Technology Center, a collaborative partnership among Wesleyan, East Carolina, and NC State to provide enhanced educational opportunities in engineering, graduate education, and other fields for persons in the region. The Center is a state-of-the-art technology center located on Wesleyan's campus. NC State provides at NC Teach project for lateral entry teachers at the Center. Goal 5—NC public schools will be governed and supported by 21st Century systems. The Model Teacher Education Consortium, our volunteer activities in local schools, and other activities described elsewhere are examples of ways Wesleyan and its partners focus resources and efforts to improve student achievement.

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

A continuing emphasis this year was providing reading and other workshops for teachers. A goal was to also involve our students in more conferences, and several did participate. Two were co-presenters in a session at the NC Social Studies Conference. A major focus for last year and for the fall was preparation for the DPI and NCATE review that took place in the fall of 2007.

Supplemental Information (Optional)

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

Print materials related to Praxis exams are sold in the bookstore, and materials are placed on library reserve so students have access to available training materials. Study guides from ETS are made available to students for independent study. In addition, the College has encouraged Consortium students to take workshops sponsored by the Consortium. Registration materials are distributed on campus and mailed to persons requesting them. Praxis I workshops and specialty area workshops are offered free to students. Workshops were provided to the student teachers to help prepare them for the specialty exams. The college works with Nash Community College to encourage transfers and others to take the workshops provided by Nash. The Wesleyan library website has links to a testing site with practice PRAXIS exams and tutorial materials in reading, writing, and mathematics. This site is used in the EDU 205 class to introduce the students to the test requirements and to provide help. Several students reported the site was helpful to them.

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

Faculty worked with the local high school Teacher Academy coordinators to plan a day in May on campus for high school students interested in teaching. A group of students and their leaders attended. Education faculty and students met with them as did others from the campus community. Feedback was very positive. On campus recruitment activities included calling prospective students who indicate interest in teaching, responding quickly to inquiries received by phone or e-mail, and meeting with students at open houses and parent day events. Leaflets about teacher education are distributed at open houses/recruitment events to encourage current secondary and college students to consider teaching as a career. Students who show only slight interest in teaching are allowed and encouraged to enroll in classes such as EDU 205 Introduction to Teaching, EDU 210 Books for Children, and SPE 300 Exceptional Children. Prospective majors are encouraged to join NCAE and to participate in its projects. A bulletin board displays information about careers in teaching. Education professors meet periodically with admissions counselors and the first year advisors to keep them updated about the education program. Information about scholarships is shared with students. Off campus recruitment is centered in efforts to enroll teacher assistants and other school staff in our courses. Some teacher assistants enroll in Wesleyan's Consortium courses and other evening courses. To be more financially accessible, Wesleyan has allowed teacher assistants to enroll in Consortium courses and others at reduced tuition rates, a savings of about \$200 per course. At advising sessions students are encouraged to take courses both on campus and at community colleges to encourage them to pursue teaching and to make access more local and affordable. Offering courses in the evening has also allowed those who change careers and licensure-only persons to begin taking the professional education courses. Since we work with lateral entry teachers, other interested persons with degrees call for information. We provide programs of study and information. Plan sheets are provided to assist community college transfers in making the transition from there to NCWC. Wesleyan has offered courses in Goldsboro at our adult degree site to encourage persons to consider teaching as a career or career change. A faculty member serves on the college

transfer committee at Edgecombe CC. Staff also attended a day in Wayne County sponsored by the school system to encourage unlicensed staff and others to consider earning degrees in education. A grant project in Wake County has enrolled about 15 licensure-only candidates in a program offered in the Triangle that will lead to the teaching license.

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

Our recruitment effort focuses on teacher assistants and the many African-American adults who are employed in education and who have the potential to become teachers and a commitment to our region. Professors have met with assistants and also a number of lateral entry individuals to provide special advising sessions and to explore financial aid options. In addition, our involvement with the Consortium has enabled us to recruit persons of diverse backgrounds (Latino, Native American, Asian, and others) to becoming teachers. Professors and staff collaborate with persons at area community colleges to assist students in making the transition to Wesleyan. Wesleyan has been successful in recruiting a diverse student population, but even some students with high grade point averages have had trouble passing the Praxis I exams. The writing center's director and other faculty have provided workshops for education students. Faculty have worked collaboratively with school districts to provide student teaching opportunities in modified formats to enable school employees to maintain benefits and yet fulfill degree requirements.

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

Wesleyan is providing courses in the Triangle at its adult degree site for teacher assistants in the Wake County School System through a special grant project. The assistants hold degrees and will complete license requirements. The program is structured to provide two evening courses each term in an eight-week accelerated format.

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	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	12
	Other	0	Other	1
	Total	7	Total	16
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	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	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	0	Total	2
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	1
	Other	0	Other	0
	Total	0	Total	1

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)	7	0
Middle Grades (6-9)	1	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	2	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	10	0
Comment or Explanation		
Programs of study were prepared for any lateral entry teacher or prospective one who requested a review for areas Wesleyan offers. Nine formal plans were prepared along with several informal plans and information shared via the phone. While individuals given the formal plans did not enroll, the College did offer courses in which numerous lateral entry teachers enrolled. Some were persons affiliated with Wesleyan and others were affiliated with other colleges or the Alternative Licensure Center.		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	*
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	178
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.37
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	1	7	0	1
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	2	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	1	9	0	1
Comment or Explanation				
Comment or Explanation				

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

2006 - 2007 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	3	*
Institution Summary	3	*
* 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	4	3	1	0	1	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	1	0	0	0	0	0
U Licensure Only	1	0	0	0	0	0
Comment or Explanation						

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

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	4	75	50
Bachelor	State	4052	93	66

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2007 - 2008

LEA	Number of Teachers
Nash-Rocky Mount Schools	146
Halifax County Schools	41
Wayne County Public Schools	37
Edgecombe County Schools	32
Wake County Schools	31
Roanoke Rapids City Schools	22
Lenoir County Public Schools	21
Wilson County Schools	16
Franklin County Schools	14
Johnston County Schools	14

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.	4.00	*	*
preparation to effectively manage the classroom.	3.80	*	*
preparation to use technology to enhance learning.	4.00	*	*
preparation to address the needs of diverse learners.	3.80	*	*
preparation to deliver curriculum content through a variety of instructional approaches.	4.00	*	*
Number of Surveys Received	~5	*	*
Number of Surveys Mailed	9	9	9

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

~ Last year, less than five survey responses were received. They were combined with current year responses.

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
3	3	8