

# **IHE Bachelor Performance Report**

## **Saint Augustine's College**

**2007 - 2008**

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### **Overview of the Institution**

Saint Augustine's College is an Episcopal Church related, four-year liberal arts institution that offers fully accredited undergraduate degrees to qualified persons without regard to race, creed, sex, age, religion, national origin or handicap status. Founded in 1867 as Saint Augustine's Collegiate Institute by the Episcopal Church, part of its original mission was to prepare teachers to teach verbal and computational skills to newly freed slaves. The college now prepares students for graduate and professional experiences through the Divisions of Business, Liberal Arts and Education, Natural Sciences and Mathematics, and Social Sciences. Saint Augustine's College awards Bachelor of Arts and Bachelor of Science degrees in 27 academic disciplines within the four academic divisions. The Division of Military Science oversees the college's notable Army Reserve Officer's Training Corps (ROTC) program. The college houses its own commercial radio and television stations, WAUG-AM750 and WAUG-TV68 (Cable Channel 20). The college has accreditation with the Southern Association of Colleges and Schools. The college's Department of Education is accredited by the North Carolina Department of Public Instruction and the National Council for the Accreditation of Teacher Education.

### **Special Characteristics**

The Saint Augustine's College Teacher Education Program is committed to the preparation of "Teachers as Mentors." Embracing this philosophy, faculty members teach, support and challenge, serve as role models, and guide prospective teachers through the educational process. Key processes and outcomes that help distinguish the Saint Augustine's College teacher are the development of excellent subject content and pedagogical knowledge; effective pedagogical skills; knowledge and advocacy of diverse learners; effective communication and technology skills; and who are professional, caring, and ethical educators. The small program provides a strong, nurturing experience for the traditional and non-traditional students who demonstrate the ability to significantly impact student learning upon completion of the program. Evidence is reflected by the number of program completers who have earned teacher of the year awards in their school. The Teacher Education Program attracts a diverse student population of non-traditional students for licensure only and lateral entry persons seeking quality preparation and a flexible program. Through its Alternative Teacher Education Program, the department offers evening and weekend courses using a 10-week accelerated program. Students in the Alternative Teacher Education Program benefit from the same level of high quality teaching, mentoring, and experience of dedicated faculty provided for students in the traditional program.

## **Program Areas and Levels Offered**

Saint Augustine's College is authorized to offer licensure programs in Elementary Education (K-5). Additionally, Saint Augustine's offers a well-developed, accelerated learning alternative licensure program for those seeking licensure only, add-on licensure, lateral entry, and professional development.

## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

### A. Direct and Ongoing Involvement with/and Service to the Public Schools

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Wake County Public Schools	Goal: To provide support and course work that enables para-professionals and other public school professionals with a four-year degree who are interested in earning teacher certification to obtain licensure	Program: TEACH-UP – Program for para-professionals. Saint Augustine’s College Education faculty serves on the advisory committee for this program, which is a collaboration between the Wake County Public Schools, NC State University, Peace College, Wake Technical Community College, Shaw University, NC Model Teacher Education Consortium and Saint Augustine’s College.	The faculty member assisted in writing the Transition to Teaching Grant (TEACH-UP), a program funded through the U.S. Department of Education that is designated for paraprofessionals and other public school professionals with a four-year degree who are interested in earning teacher certification within two years. Two-million dollar grant awarded for a 5-year period.
	Goal: To provide support and course work that enables para-professionals and other public school professionals with a four-year degree who are interested in earning teacher certification to obtain licensure	Program: TEACH-UP – Program for para-professionals The faculty member made presentations at three information fairs and one presentation for the cohort of 25 students selected for the program.	Greater than 500 potential students received information at three information fairs; a cohort of 25 students who were selected for the program received information about what each of the collaborating schools had to offer.

	Goal: To provide support and course work that enables para-professionals and other public school professionals with a four-year degree who are interested in earning teacher certification to obtain licensure	Program: TEACH-UP – Program for para-professionals The faculty member screened potential students to attend Saint Augustine's College through the TEACH-UP program. The Transition to Teaching Grant is designed to encourage entry into the teaching profession by persons working in Wake County who are already engaged in some facet of education.	5 para-professionals from Wake County public schools received in-depth information regarding the Teacher Education Program at Saint Augustine's College.
Wake County Public Schools	Goal: To provide information for potential lateral entry individuals that encourages enrollment in education programs leading to teacher certification.	Program: BRIDGES – Lateral Entry Program Saint Augustine's College Education faculty participated in on-going lateral entry information sessions for potential lateral entry students in Wake County.	Twenty participants received information about Lateral Entry requirements and procedures.
	Goal: To prepare lateral entry teachers to successfully pass the Praxis II examinations.	Program: ETS Praxis Workshop Saint Augustine's College Education faculty member participated in a Praxis Workshop in cooperation with Wake County Public Schools, other local college representatives, and National Board Certified teachers.	Potential trainers received information to be able to prepare lateral entry teachers to successfully pass the Praxis II examination. The faculty member is collaborating with other IHE trainers to develop a training guide, and training sessions will begin during the fall semester in various school and university sites. The faculty member disseminated the training materials to other education department members to enhance their understanding of the Praxis II examination.

Casa Esperanza Montessori Charter Schools	Goal: To assist classroom teachers in their delivery of Spanish language instruction and to provide enhanced educational opportunities for students.	Curriculum Materials: The college continued its collaboration with the charter school through the school's use of bi-lingual Spanish curriculum materials created by the Foreign Language Department at Saint Augustine's College.	The charter school continues to use the bi-lingual curriculum materials developed by faculty and students at Saint Augustine's College.
Wake County Public Schools	Goal: To aggregate a leadership team composed of cooperating schools, the institution, and the LEA that will serve as partners in service to public schools and Saint Augustine's College	Program: Collaboration with partner school administrators, professional education faculty, institution administrators, candidates and community members to examine the School Improvement Plans and the Saint Augustine's College Annual Report.	Plan designed to enhance the School Improvement Plans of partner schools as well as to address the needs identified in the Teacher Education Program.
	Goal: To collaborate in activities at partner schools that will enhance the educational environment at those schools.	Program: Collaboration with partner schools to activate plan designed through the partnership.	In response to school administrator feedback and requests, the unit designed academic activities to better support students at Conn Elementary School, Fox Road Elementary School, and Wilburn Elementary School. Approximately 120 students participated in mentoring, tutorial and extra-curricular activities.

Wake County Public Schools - Conn Elementary School	Goal: To assist partner school with accomplishing school improvement plan goals.	Activity: Annual School Book Fair Saint Augustine's College Education faculty served as the campus liaison to the partner school, selecting student volunteers and coordinating their participation in the school's annual Book Fair. Students served as assistants to the partner school's teachers and provided activities for elementary school.	Two SAC students selected received training to assist with the annual Book Fair and provided activities and assistance for approximately 35 elementary students who attended the book fair with their parents..
Wake County Public Schools -SAC Partner Schools	Goal: Professional development to assist teachers with relating to diverse parent groups.	Program: Teacher and Parent Communications Workshop Saint Augustine's College Department of Education faculty collaborated with partner schools to develop a series of activities geared to enrich public school teachers' knowledge of diverse populations	Unit faculty developed workshop materials that offer aids to improve teachers' communication with parents of diverse students. Workshops will be conducted during the upcoming academic year.
Wake County Public Schools -Torchlight Academy Charter School	Goal: To enhance student's reading development and to increase students' knowledge of Black History through dramatic presentation.	Program: Drama activities for reading enrichment and acquiring knowledge of Black History. Saint Augustine's College Education faculty planned and implemented program with Torchlight Academy engaging students an interactive drama program that focused on a historical event in African American History. Students received instruction in reading and presentation skills such as composure, motivation and delivery.	Fifteen students participated in two performances of the play, one for their peers at school and one for a public presentation in June. Other students engaged in ancillary activities needed to produce the play such as costume and set designers and stage crew.

Wake County Public Schools -Wiley International	Goal: To develop a collaboration between the IHE and the local public school that supports flexible access to teacher education.	Off-site collaboration The Saint Augustine's College Department of Education collaborated with a local school to provide an off-site location in the public school to accommodate students taking education courses through the Alternative Teacher Education Program.	Collaboration enabled schedule and location flexibility for students in the ATEP. The school setting also provided a laboratory setting for these students along with continued flexibility in scheduling for their benefit
Wayne County Schools – Dillard Middle School, Goldsboro, NC	Goal: To develop and deliver program to aid in teacher preparation for National Board Certification	Assessment Workshop: Electronic Documentation of Instructional Activity The unit continued its collaborative program with a Title I school. Saint Augustine’s College Education faculty provided assistance by reviewing the teacher’s National Board certification portfolio, videotaping the teacher in actual practice, and critiquing the videotaped session	Provided program assistance to one teacher in preparation for National Board certification. One teacher has subsequently submitted the certification package to the National Board for review.
	Goals: To enhance student’s mathematics and science development To increase students’ knowledge about college matriculation	Program: Science/math preparation of middle school students for college. Collaboration with another minority serving institution to provide science/math laboratory activity as well as information about college matriculation.	Forty middle school students received academic support in science and math lab activities. These middle grades students received information on college matriculation. The students at this Title I school improved EOG Mathematics 8 <sup>th</sup> grade pass rate by 40 percentage points in spring 2008.

Wake County Public Schools - Green Elementary School	Goal: To collaborate with public schools professionals to impact student success in reading, mathematics physical activity, and science.	Program: Interdisciplinary curricular activity in math, science, reading and physical activity. Saint Augustine's College faculty member participated in sessions with a kindergarten class. Sessions involved taking students on a nature walk, reading related stories, and using mathematics manipulative objects such as cubes and containers.	24 kindergarten students received support for learning in science, reading, and math.
Wake County Public Schools – Lacy Elementary School	Goal: To collaborate with public school professionals to impact student success in reading.	Instructional support: On-going support with instructional activities Saint Augustine's College faculty member assisted 1st grade classroom teacher throughout the year by helping students with assigned center activities and reading instruction.	Nineteen first grade students received support for learning in reading centers and other activities throughout the academic year.
Wake County Public Schools – Partnership Elementary School	Goal: To collaborate with public school professionals to impact success of special needs students.	Program: Professional Development Saint Augustine's College faculty consulted with the coordinator of special needs teachers to help design a supportive educational environment for special needs students.	The classroom environment was enhanced and more conducive to the needs of its students with autism.
	Goal: To collaborate with public school professionals to impact student success	Program: Academic Support Saint Augustine's College faculty provided tutorial assistance with class activities.	Sixteen 2 <sup>nd</sup> grade students received one-on-one tutorials 3 times weekly.
Wake County Public Schools – Mary E. Phillips High School	Goal: To collaborate with public school professionals to impact student success.	Program: Proposal Development Saint Augustine's College Department of Education collaborated with the high school to develop a high school drop out prevention proposal.	Proposal developed and submitted to the North Carolina General Assembly to secure funding for impacting high school drop out prevention.

<p>Wake County Public Schools – Ligon Middle School; Enloe High School</p>	<p>Goal: To collaborate with public school professionals to provide Mathematics tutorials to impact student success.</p>	<p>Program: Tutorials in Mathematics Saint Augustine's College faculty collaborated with the two schools to implement tutorial sessions.</p>	<p>College faculty provided tutoring in Mathematics for high school and middle school students in support of high academic achievement. Students from the two schools participated in an after school tutorial program on the college campus. Through this program the public school students also engaged in meeting and interacting with college students.</p>
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## **B. Brief Summary of faculty service to the public schools.**

Saint Augustine's College presently engages in partnership with five public schools: Conn Elementary School, Fox Road Elementary School, Partnership Elementary School, Torchlight Academy Charter School, and Wiley Elementary School. Teacher education faculty members are required to provide service to our public school partners, at their request, during each academic semester in one or more of the following areas: staff development workshops, attend PTA meetings, pupil development/mentoring, curriculum or program development, or special program involvement as they engage in carrying out the goals and objectives of the partnership. The partners' needs are identified through their annual School Improvement Plans. Additionally, faculty serve public schools with which we do not have formal partnership agreements or other types of agencies that provide educational opportunities for public school students. A member of the Division of Natural Sciences and Mathematics served as the director of Science Enrichment Academy, an after school tutorial program located on campus. Undergraduate recipients of NSF scholarships served as tutors for the program that served approximately 20 5th-12th grade students in each of two semesters. Music Department faculty conducted several band clinics at two nearby public schools: Zebulon GT Magnet Middle School and Southeast Raleigh High School. Through these clinics high school students were able to receive critiques of their performances and instruction on performance dynamics. Dr. Coston serves on the advisory committee for Children With A Vision, a non-profit educational organization serving K-12 students with educational enhancement and enrichment activities. This organization is housed on campus and benefits from space and technology resources provided by the institution as well as undergraduate tutors. One faculty member also volunteered as a front office assistant one time each month and as a field trip chaperone for first graders at a local public school. One faculty member volunteers service three times weekly conducting one-on-one tutoring, is an active member of the PTA. One faculty member has provided information about the college and its programs for Career Day at Wakefield High School and also for a similar program for Elementary School students conducted at the NC State McKimmon Center.

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

The Teacher Education program supports beginning teachers who completed a teacher education program at Saint Augustine's College and those who are seeking to become highly qualified teachers or obtain initial license from out of state by providing workshops designed to support preparation for PRAXIS II test taking. Beginning teachers are encouraged to continue use of our library and curriculum lab, the model teacher classroom lab, and attend various workshops and cultural activities held at the institution. Faculty members continue their mentoring roles by remaining in contact with graduates to determine their comfort level and progress as new teachers, providing guidance and support. Graduates are invited back to the college for sessions with undergraduate students to speak or inspire students to join NCAE.

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

Saint Augustine's College has a long history of serving non-traditional student populations and seeks every means to afford such students educational opportunity. The Department of Education serves non-traditional students through its Alternative Teacher Education Program. This program consists of four 10-week sessions of professional education course offerings. Courses are offered on the weekends and evenings to accommodate the schedules of program participants. Requirements for program completion feature flexibility based on prior and present experiences of program participants. Alternative Teacher Education participants may also take advantage of the Praxis II course or workshops. The program has a full time program coordinator, and several adjunct faculty as well as full-time professional education faculty who facilitate the courses. Faculty have presented at the state and national level regarding the program. Additionally, faculty members have served on state task teams to share and improve the quality of lateral entry preparation at the state and national levels.

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

Career teachers are provided support through the use of the Curriculum Lab materials housed in the campus library, through staff development workshops conducted by the faculty, and continuing education coursework. They are invited to the college through the Teacher Education Committee to participate in special seminars or workshops with the professional education faculty and teacher education majors. Career teachers may also earn renewal credit through the Alternative Teacher Education Program. This year, the department has focused on developing a series of professional development activities to increase teachers' knowledge and skills with respect to diverse student and caregiver populations.

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

Candidates tutored students at Emma Conn Elementary School. In addition, these low-performing elementary school students were provided the opportunity to attend college athletic events as a part of motivation and social skills development activities.

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

The Teacher Education Committee (TEC) represents the primary entity for addressing SBE priorities with public schools. The TEC is an advisory committee comprised of LEA administrators (partners and non-partners), Saint Augustine's College teacher education program faculty and college-wide administrators, the LEA representative, candidates, and community members. Throughout the academic year, TEC members discussed the new 21st Century teaching standards as well as the vision for the 21st century graduate. Partnering schools continue to express how Saint Augustine's College faculty and students can assist the schools in achieving their identified priorities. Partners have also identified such priorities at their individual schools as developing social skills, communication skills, math skills, developing literacy, and undergraduates serving as role models. Saint Augustine's College faculty are

available to provide support for study for End of Grade testing and participation in literacy programs at the partner schools. The department also engages in dialogue about the SBE priorities with colleagues from other institutions and the LEA representative through its involvement with the Triangle Alliance consortium of LEA's and IHE's, through professional organizations such as the NC Association of Colleges and Teacher Educators (NC-ACTE) and the NC Independent Colleges and Universities (NCICU).

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

This academic year, the department placed special emphasis on initial preparation for re-visioning its program in Elementary Education. To that end, department administrators participated in a number of workshops, presentations and discussions outlining the scope of the re-visioning task. We are presently engaged in refining the plan of action that will guide our course of program re-vision through the next academic year. As a precursor to the re-vision, we have developed a new course to be instituted next fall that will engage first year students in solidifying their interest and choice of education as a major. The course will also provide opportunity for earlier contact and departmental guidance for those students seeking candidacy. We are also engaged in seeking and providing opportunities to participate in ongoing, high quality, professional development aligned with State Board of Education priorities that are based on collaborations with parents, students, businesses, education institutions, and faith-based and other community and civic organizations to impact student success.

#### **Supplemental Information (Optional)**

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

In order to assist students with the Praxis I examination, we have developed three Basic Test-Taking Skills classes: EDUCA 211 (Basic Test-taking Skills -Reading), EDUCA 212 (Writing), and EDUCA 213 (Mathematics). Each course provides students a more intensive experience of preparation for each PRAXIS I required area. These classes are also reinforced with scheduled tutoring. Both faculty and candidates who have previously passed the exams serve as tutors. When the students have made sufficient progress in the classes, the department provides financial assistance to the exam takers. We also developed another class, EDUCA 411 (Basic Test-Taking Skills - Praxis II) to assist our candidates in passing this test. This is a full semester course, and is offered during the first semester their senior year. Although candidates are not required to pass the test prior to program completion, they are encouraged to do so and must provide evidence of taking the Praxis II exam. Lateral entry teachers registered in the Alternative Teacher Education Program may take the class during their sessions as well. These candidates are also supported financially in taking this examination.

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

In order to assist students with the Praxis I examination, we have developed three Basic Test-Taking Skills classes: EDUCA 211 (Basic Test-taking Skills -Reading), EDUCA 212 (Writing), and EDUCA 213 (Mathematics). Each course provides students a more intensive experience of preparation for each PRAXIS I required area. These classes are also reinforced with scheduled tutoring. Both faculty and candidates who have previously passed the exams serve as tutors. When the students have made sufficient progress in the classes, the department provides financial assistance to the exam takers. We also developed another class, EDUCA 411 (Basic Test-Taking Skills - Praxis II) to assist our candidates in passing this test. This is a full semester course, and is offered during the first semester their senior year. Although candidates are not required to pass the test prior to program completion, they are encouraged to do so and must provide evidence of taking the Praxis II exam. Lateral entry teachers registered in the Alternative Teacher Education Program may take the class during their sessions as well. These candidates are also supported financially in taking this examination

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

Saint Augustine's College is a historically black institution with a majority African American student body. Education Department students reflect this demographic; consequently, the department is instrumental in providing teachers for a national work force that is predominantly white. Additionally, as with most teacher education programs, females dominate the Teacher Education Program at Saint Augustine's College. Various strategies used to attract a diverse group of students include: providing funds for faculty and students to take the Praxis I/II examinations; and sharing and displaying materials during recruitment fairs and participated in recruitment trips. The college provides a minority scholarship for qualified students that may be used by potential education majors. The college president has also offered a scholarship to African American males in the education department who meet the criteria upon admission to the teacher education program.

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

The department developed a new course for first year students that was added to the Elementary Education program of study. This course was developed with the input of faculty, students and members of the Teacher Education Committee. The department began developing an action plan to guide its program re-vision in compliance with the new DPI program standards. As it continues to review programs and curricula from various institutions, the unit will completely revision its existing program in the coming year. Other initiatives include investigating potential programs in other areas such as English, Math, and Social Studies education. We are also assessing the potential for an Elementary Education program for non-traditional students that would parallel our evening and weekend Alternative Teacher Education Program. Two education faculty members and two education majors participated in a spring break study abroad excursion to Egypt through grant assistance received from the Mellon Foundation to support the program's

mentoring activities. The study tour paired faculty with candidates as mentor and mentee to further enhance our conceptual framework efforts to develop teachers as mentors. Faculty and students worked together on specific projects developed based on information gleaned from our travels. Mellon Foundation funding also provided additional funds to support Praxis I testing and special tutorials.

## 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	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>3</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	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</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	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	6
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>7</b>

**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	7
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	7
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	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.41
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	1	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	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	1	0	0
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.**

<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	0	2	0	0	0	0
U Licensure Only	0	0	0	0	0	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	0	0	0	0	0	0
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	7	57	0
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	124
Nash-Rocky Mount Schools	27
Durham Public Schools	18
Cumberland County Schools	15
Charlotte-Mecklenburg Schools	15
Halifax County Schools	12
Pitt County Schools	12
Vance County Schools	12
Johnston County Schools	11
Guilford County Schools	9

**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.	*	*	*
preparation to effectively manage the classroom.	*	*	*
preparation to use technology to enhance learning.	*	*	*
preparation to address the needs of diverse learners.	*	*	*
preparation to deliver curriculum content through a variety of instructional approaches.	*	*	*
Number of Surveys Received	*	*	*
Number of Surveys Mailed	0	0	0

\* There were eight program completers. No addresses were found to mail surveys.

**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
2	2	2