

IHE Bachelor Performance Report

Wingate University

2007 - 2008

Overview of the Institution

Wingate University is a private coeducational institution affiliated with the North Carolina Baptist State Convention. The Wingate campus is located about 20 miles southeast of metropolitan Charlotte. The university's mission is to prepare its students to become enlightened, productive citizens by providing a high quality education in the Judeo-Christian heritage. Accordingly, the university has a threefold purpose: to maintain an environment where students broaden their knowledge of the world; to sustain a community where the bases of faith are explored and where there is a common search for truth and meaning; and to promote a heritage of service to humanity and God through involvement and leadership. A century of experience in education has prepared Wingate to fulfill its purpose, and the history of the university exhibits commitment, determination, sacrifice, growth, and success. In 1896, when public schools were unavailable in rural areas of the Carolina Piedmont, Wingate was established to offer a complete literacy education to elementary and high school students. In 1923 Wingate expanded its educational vision, offering the first two years of baccalaureate education. Over the years Wingate gradually added upper level college courses and majors and granted its first four year degrees in 1979. In the 1980s Wingate expanded its mission to include additional majors and graduate degrees in elementary education and later in business and signaled its commitment to education for a global society by establishing W'International, which incorporates international education and travel into each student's program of study. All undergraduate degree programs at Wingate require students to earn credits in the Lyceum program, which brings internationally renowned speakers, leaders, and cultural performances to the university community. Since attaining university status in 1995, Wingate has addressed the changing economic, demographic and cultural needs of the area by offering classes, programs, and degrees at satellite locations such as our Metro College in Suburban Charlotte. Enrollments in the Metro College have steadily increased, and during the 2006-2007 year, several new degrees and licensure programs have been added. Wingate's School of Pharmacy, established in 2002, will welcome its fifth cohort this summer; Wingate awarded its first Doctor of Pharmacy degrees May. Wingate University now attracts students from throughout the United States and a dozen foreign countries and is known as the premier small private university in North Carolina. Over the years Wingate gradually added upper level college courses and majors and granted its first four year degrees in 1979. In the 1980s Wingate expanded its mission to include additional majors and graduate degrees in education and later in business and signaled its commitment to education for a global society by establishing W'International, which incorporates international education and travel into each student's program of study. All degree programs at Wingate require students to earn credits in the Lyceum program, which brings internationally renowned speakers, leaders, and cultural performances to the university community. In recent years the university has addressed

the changing demographic and cultural needs of the area by offering classes, programs, and degrees at a satellite location at our Matthews Center. In 1995, the institution attained university status. Wingate University now attracts students from throughout the United States and a dozen foreign countries and is known as the premier small private university in North Carolina.

Special Characteristics

The professional education programs at Wingate University are guided by a conceptual framework consistent with the university's mission of Faith, Knowledge, and Service and are conceived in the context of a well-rounded liberal arts education. Integral to this framework is an ethics component comprised of courses in religious and ethical studies and an emphasis on professional ethics throughout the program. Student involvement in a wide range of religious, humanitarian, and professional organizations and projects reflects our commitment to service. Professional knowledge and applied teaching components enable students to make creative and informed decisions to meet diverse classroom challenges and become effective facilitators of learning. Education students benefit from small class sizes, frequent and personal interactions with faculty, and a strong advising program. Performance-based components are required in each education course. Close ties with our diverse local public schools provide extensive and intensive clinical experiences. Students who desire more intensive or specialized study in education receive personal research assistance through special topics classes, research grants, and honors projects. Wingate intentionally links its teacher education program with the needs and challenges of the public schools they serve. Field experiences are coordinated so that each student demonstrates experience and competence in a wide range of settings serving diverse student populations and learning needs. Activities progress from observing, participating in, and reflecting upon professional practice; to interacting with individual students and small groups to develop and apply management and instructional strategies; and finally to planning, implementing, and evaluating instruction. In the student teaching program, candidates receive the extensive nurturing, mentoring, and coaching needed to become effective facilitators of learning. University supervisors are full-time education faculty who know the students well and have served as their professors and advisors. This provision facilitates transfer of concepts learned in university classrooms to actual school settings. Candidates receive support through many avenues including frequent observations from supervisors and peers, individual and collaborative conferences, and participation in seminars with fellow candidates and practicing educators. Wingate University collaborates with the public schools to improve teacher education programs. Teachers and administrators serve on Wingate's Teacher Education Committee, function as faculty and guest speakers for education courses, and are involved in the evaluation of portfolios and student projects. Wingate faculty serve on a variety of task forces and committees pertaining to the ongoing assessment and improvement of teacher preparation. Students receive support through many avenues including frequent observations from supervisors and peers, individual and collaborative conferences, and seminars with fellow candidates and practicing educators. Wingate University collaborates with the public schools to improve our teacher education programs. Teachers and administrators serve on Wingate's Teacher Education Committee, function as faculty and guest speakers for education courses, and are involved in the evaluation of portfolios and student projects. Wingate faculty serve on a variety of task forces and committees pertaining to the ongoing assessment and improvement of teacher preparation.

Program Areas and Levels Offered

Wingate's Thayer School of Education serves the needs of preservice and inservice teachers and administrators through traditional and non-traditional undergraduate, graduate, and add-on licensure programs. Undergraduate programs include Elementary Education (K-6), Elementary Education and Reading (K-12), Middle Grades Education (6-9 Language Arts, Social Studies, Mathematics, and Science), Biology/Chemistry Education (9-12), English and Education (9-12), Social Studies Education (9-12), Mathematics and Education (9-12), Art and Education (K-12), Music Education (K-12), Physical Education (K-12), and add-on licensure and Academically/Intellectually Gifted Education. Graduate programs include the Master of Arts in Education (K-6) for individuals who already hold elementary school teaching licensure and the Master of Arts in Teaching (K-6) degree for individuals who hold degrees in areas other than education and seek to prepare for a K-6 teaching career. In 2006, graduate programs were significantly expanded to include the Master of Arts in Education in Educational Leadership and Master of Arts in Physical Education, as well as licensure programs in Educational Leadership and Academically /Intellectually Gifted Education (as add-ons to any master's level licensure).

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
Future Teachers Scholarship Program: UNCC, SPCC and Johnson C. Smith University; Union County Public Schools and Mecklenburg County Public Schools.	Need for highly qualified teachers to serve in low-performing/high need schools.	Union County Schools collaborated with Wingate, UNCC, SPCC and Johnson C. Smith to identify two talented and promising teacher education candidates (“best and brightest”) at each institution to receive full scholarships for the final two years of their teacher education program in exchange for their commitment to teach for at least three years in low performing/high priority schools.	Wingate’s two recipients have completed their third year of successful teaching at Monroe Middle and Monroe High Schools.
Charlotte Mecklenburg Schools, Cabarrus County Schools, Southwest Region School District for Educational Leadership Internships	Consultation on discipline plan, development of a plan for on-going inservice, training program for prospective administrators.	Provided on-going consultation support for new teachers in the establishment of positive classroom discipline plans, met with superintendents and assistant superintendents for curriculum instruction and teacher committees, designed and developed a principal training program to address the new standards.	Reports of fewer problems, increased awareness of current trends in school discipline, and productive relationships with key leaders in the field of education.
Union County LEA - Quality Leadership Council	Need for collaboration and partnership among the LEA, the university, and business/industry interests for the improvement of	Representatives from the Union County LEA, Wingate University, and business/industry serve on the Quality Leadership Council. This group meets regularly to develop and implement	A large proportion of Union County's teachers have participated in QLC's applied Professional development programs, student teachers

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	instruction in local schools	strategies to improve instruction in area schools. A major annual initiative of this group is to offer extensive professional development workshops to all teachers in the county.	required to attend presentations, faculty provided leadership in three workshop sessions.
Union County Middle Schools - New Century Scholars	Need to increase graduation rates and to promote college attendance for at-risk students	New Century Scholars is an initiative of the Job-ready Partnership, a cooperative effort of business and educational interests including the Quality Leadership Council (on which university representatives serve), business/community leaders, and South Piedmont Community colleges) to provide extensive mentoring and support for selected at-risk middle school students throughout their secondary years. Upon graduation, the students receive two years full tuition at a SPCC. New Century Scholars targets 10 students at each of Union County Public Schools middle schools	The program began in Fall 2001 and presented its first scholarships in 2007 as the first class of student graduates. In 2007, when the first scholarships were awarded, approximately 360 students were involved in the New Century Scholars program.
Union County - Teacher Education Committee	Need to ensure that Wingate's Teacher Education Program is relevant and responsive to the needs of local public schools	Public School teachers and administrators serve as voting members of Wingate's Teacher Education Committee and serve on its subcommittees. This year's committee consisted of Union County Public Schools represented by central office personnel and teachers, undergraduate	Public school personnel have been significantly involved in the decisions of the committee.

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		and graduate teacher education students, teacher education faculty, and specialty area faculty.	
Union County Schools Title II 21st Century Schools (Afterschool Tutoring provided by teacher education students)	Field Experiences for Teacher Education Students with an emphasis in afterschool tutoring in science, math, PE and reading. Provided workshops for parental involvement in reading and provided in-service for program personnel.	Students conducted small group sessions to increase student learning in PE, reading, math and science.	Teacher education students gained experiences with a diverse group of students, field experiences contributed to increased learning and math, reading, science and PE, and teachers and staff members received quality professional development experiences from teacher education faculty.
Articulation Agreements: Union County Public Schools, Gaston County Public Schools, Anson County Public Schools, Stanly County Schools, Mecklenburg Public Schools, Montgomery County Schools, Richmond County Schools, Scotland County Public Schools	Utilize LEAs for student teaching placements, field experience placements and internships.	Established relationships with school districts in order to provide diverse learning experiences for teacher education and educational leadership students. In addition, provide opportunities for faculty to be involved in community outreach and professional development.	Varied learning experiences and application of knowledge for student teachers and educational leadership internships.
Wingate Elementary School: Adopt a School Program	Provide needed school supplies for at-risk students. Campus interaction for poetry and reading activities. Included students in campus	Donation of school supplies, provide professional development, assist with data-driven reading instruction, provide one-on-one reading supplementation in order to improve reading scores and	Students had necessary supplies and reading achievement improved.

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
	diversity fairs. Faculty members volunteered to read to students in an organized bookshare.	reading diagnostic assessment.	

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

Teacher education faculty served on teams for evaluating programs and promoting student literacy, providing student health and wellness seminars and provided tutoring services in the areas of math, science, reading and PE. Faculty members are actively involved in field experiences, practica/internships, and student teaching experiences, making multiple classroom visits to schools in a wide geographical region, including Union, Charlotte-Mecklenburg, Anson, Cleveland, Cabarrus, Stanly, Lincoln, Richmond, and Moore Counties. Teacher candidates in Reading Foundations and Content Area Reading and other classes tutor and coach k-12 students and assist with instruction at area elementary, middle and high schools. Faculty members serve on Union County's Total Quality Share Day Planning Committee. One faculty member served on the advisory board for a charter school in Charlotte. One faculty member has worked to provide technical assistance on planning for school system and school site construction projects. In addition, the staff member has provided technical assistance on the planning for safe orderly schools in cooperation with the regional community education partners. Another member of the faculty has worked to develop and implement training in this region on the teacher working conditions survey and its implementation in schools. A faculty member has served in Lincoln County as a volunteer to give support for the school bond package that is proposed in the upcoming election. A faculty member served as a volunteer instructor for Junior Achievement of Battleground Primary School. Another faculty member has worked with schools in Charlotte/Mecklenburg in the area of behavior management and positive discipline system for teachers at the middle school level. Faculty members from Sports Sciences worked on staff development activities and brought local teachers to campus for a professional development seminar. Faculty from our Music Department presented numerous clinics, conducted performances, and served as adjudicators on many occasions for public school competitions. The Director of Bands conducted the Union County All-County Band. Faculty from all academic areas served as judges for the annual Shakespeare Recitation Contest and which hosted middle and high school students and teachers from across the region. Science faculty hosted local AP chemistry students for laboratory classes and conducted science demonstrations at local schools. The Theater Department collaborates with local school districts to present quality children's productions at the Batte Center on Wingate's campus.

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

Faculty members of the Wingate University School of Education are available to assist graduates in their first position. Before seniors leave campus, the first year experience is discussed with suggestions on how to work with a mentor. Faculty members provide continuing support for graduates, particularly those who accept teaching positions in area schools; support activities include conducting visits to recent graduates teaching in area schools to determine needs of first through third year teachers and to generate feedback on our preparation; providing feedback regarding specific instructional concerns; and providing research, professional development, and resource assistance, support and mentoring. Education faculty are available to help beginning teachers obtain initial and

continuing licensure. This year twelve elementary education candidates seeking traditional initial licensure attended PRAXIS II preparation workshops conducted on Wingate's campus by an education professor, and individual preparation assistance was provided to several candidates in other licensure areas. Wingate education faculty are available to assist new teachers with specific professional development projects. Beginning teachers are invited along with veteran educators to make presentations at seminars and meetings of educational organizations with which faculty are involved. Four beginning teachers shared their first-year experiences with student teachers in the Student Teaching Seminar and Wingate's SNCAE (Student Educators). Education professionals, including beginning teachers who have recently completed Wingate's program, evaluate student teaching portfolios. Education faculty continue to collaborate with local principals on how the university and public schools can better serve beginning teachers and ensure their retention. Professional development activities offered to career teachers are also open to beginning teachers. The physical education department offered a workshop for new teachers in which veteran teachers and student teachers provided guidance and mentoring. The resources of the Ethel K. Smith Library, including the Curriculum Materials Center, are available to support beginning teachers. Remodeling and updating of the Curriculum Materials Center included significant input from beginning teachers regarding materials that would best serve their needs. Each year, students who received their undergraduate degrees from Wingate have returned to begin graduate study in our programs.

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

Wingate University's School of Education provides continuing support for lateral entry teachers who accept teaching positions in area schools. Support activities include consulting with administrators and conducting classroom visits to determine needs of lateral entry teachers; providing feedback on professional and instructional concerns; and providing research, professional development, and resource assistance. The Master of Arts in Teaching degree program is specifically designed to serve alternative/lateral entry teachers. Courses are offered at our satellite campus in the evenings and summers in a two-year rotating sequence. Students were employed as lateral entry teachers in area schools. Graduate faculty use feedback from course evaluations and surveys of program completers and their employers for program improvement. Lateral entry teachers may complete prerequisites through our traditional undergraduate course offerings or through our Continuing Education program at the Metro Campus. The Dean of Education and at least one other faculty member provided analysis of transcripts and program advising for lateral entry candidates. Wingate continues to expand its schedule of late afternoon/evening and summer classes to accommodate the needs of teachers. The Thayer School of Education Faculty revised the schedule of graduate course offerings with a listing of guaranteed courses through the summer of 2009. Several lateral entry teachers attended PRAXIS II preparation workshops conducted by an education professor; individual assistance was provided to others. Faculty mentored and supervised lateral entry teachers in Charlotte-Mecklenburg and Union County schools. Professional development opportunities such as Project Wild, Project Learning Tree and others were

made available to lateral entry teachers. During the spring semester, a SPCC cohort was established using a lateral entry model.

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

School of Education faculty readily respond to requests for assistance from teachers and administrators in area schools. Wingate's M.A.Ed. Program continues to serve the professional development needs of career teachers for advanced degrees and continuing education credits. The Physical Education department now offer a Master of Arts in Education Degree in Physical Education program to serve the professional growth needs of area Physical Education teachers. Wingate University provided professional development opportunities, including programs such as Project Wild and Project Learning Tree. Career teachers served as adjunct faculty in elementary music methods, mathematics, reading, special education, secondary English, social studies, and Educational Trends and Issues. Teacher Education faculty assist teachers working toward National Board Certification by reviewing materials and product drafts and providing feedback. Staff development is offered to career educators through Wingate's involvement with the Quality Leadership Council. Career teachers are provided professional leadership opportunities through the appointment to the Teacher Education Committee and the Graduate Advisory Board, assignment as mentors for student teachers, and active involvement in the development and revision of candidate and program assessment documents and rubrics, The resources of the Ethel K. Smith Library, including the Curriculum Materials Center are available to all Union County teachers. Education faculty are active leaders and presenters in organizations such as Delta Kappa Gamma International Society, an honorary association of women educators which includes public school teachers and administrators. Faculty members network with area educators through membership in Phi Delta Kappa, an international professional organization which provides information, services, and resources for public educators, and Kappa Delta Pi, an honor society for educators which promotes professional development and excellence in the field. Teacher Education and Arts and Sciences faculty contribute to the professional development of career teachers by serving as presenters at the various local, state, regional, and national professional associations of public educators.

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

Wingate University faculty and candidates assist priority and at-risk schools through collaborative projects and initiatives, preservice and inservice staff development for teachers, and providing services to at-risk students. In an effort to serve low-performing schools by providing quality teachers, Wingate partnered with Union County Public Schools to offer the Future Teacher Scholarship to bright and promising candidates who agreed to serve in Union County's low-performing schools; two candidates completed degree requirements and are employed by Monroe Middle and Monroe High. The Student North Carolina Association of Educators (SNCAE), our student professional

education organization, annually adopts low-performing schools and conducts service projects to benefit the schools. In order to better prepare our graduates to serve the needs of low-performing schools, field placements include at least one low-performing, priority, or at-risk placement among the candidate's range of experiences. Education majors tutor low performing and limited English students at local elementaries, and serve as volunteers in classrooms and school/community events at low-performing and priority schools. A partnership was established with Title II schools of Union County for the purpose of enhancing the 21st Century After school Program. Education candidates in Adaptive Physical Education work with students in the Special Population Class at Marshville Elementary School. A Wingate representative served on the Quality Leadership Council which collaborated with other agencies to provide mentoring for at-risk middle school students.

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

Wingate University has made substantial efforts in response to SBE's directive to transfer licensure of AIG programs from LEA's to IHE'S. An AIG licensure program (an add-on to any teaching licensure) has been established at Wingate and classes are offered. Another priority of the SBE was the recruitment and retention of teachers. Wingate collaborated with South Piedmont Community College to develop a 2+2 articulation agreement making it easier for community college students to transfer to the Teacher Education Program at Wingate. Wingate also offered courses targeted to teacher assistants who wish to receive licensure. Other efforts to recruit and retain teachers are connected with our work with lateral entry teachers. Initiatives are described more fully in Section D, and included training, support, and mentoring through targeted observations and feedback regarding specific instructional concerns and research and resource assistance. The M.A.T. Program fulfills the demand for well-prepared alternative entry teachers and enrollment has continued to be high. Additionally, Wingate assists lateral entry teachers in obtaining the courses they need through flexible course scheduling, through our participation in a regional consortium of higher education institutions (the CAEC), and through collaboration with the area Alternative Licensing Center. Several lateral entry teachers participated in PRAXIS II Preparation workshops and several individual preparation sessions. Wingate continued efforts to close the achievement gap by working with local low-performing or priority schools, particularly those with a large minority population. Specific activities are detailed in other sections of this report. Highlights of those activities include our candidates and student educators association "adopting" schools for tutoring, service, literacy awareness, and fundraising activities.

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

Wingate continued its emphasis on institutional and program assessment and improvement through participation in the university's curriculum reform initiative and through the implementation of the Quality Enhancement Plan. The Thayer School of Education is continuing to update its electronic database for storage and management of candidate information and assessment. To enhance candidates' technological competence,

all technology portfolios and many student teaching and masters program portfolios are electronically submitted. In addition, each program within Wingate University has designated a course in which the requirements for technology knowledge and skills are presented. In the area of Physical Education, the exit exam requirement has been modified to include a research project and presentation. A major initiative this year was the implementation of the new programs in Educational Leadership and Physical Education. The Thayer School of Education has continued involvement in the transition and verification of records and administration of the graduate education programs from the main campus to the metro campus. The recruitment of a new faculty member was successful after eighteen months of searching. A new field experience coordinator was hired which improved the placement process and organized records in this area work to ensure that students receive diverse experiences. All department handbooks were updated. Students receive a monthly newsletter which keeps them informed of deadlines, policies, and news. The department's website has been updated and necessary forms are available online.

Supplemental Information (Optional)

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

Passing Praxis I scores are a requirement for admission to the teacher education program. Freshman students who initially declare education as a major are provided information on Praxis I requirements during their first semester. Freshmen and sophomores are presented testing requirements and options in the Foundations of Education and Educational Psychology classes. Students are referred to ETS's test preparation website during academic advisement and upon request, and students may utilize additional study materials from the School of Education office. Wingate's library provides a database with a practice test for Praxis I that is available to all students. Students who do not pass the PRAXIS I receive individual counseling from teacher education faculty, who work individually with students to identify specific areas of need, to provide remediation in these areas, to make students aware of campus resources, tutoring, and study group options. The Academic Resource Center offers tutoring services to all Wingate students in reading, writing, math, and any other requested areas, and assists those with specific disabilities in arranging a nonstandard administration of the exam. The School of Education works closely with the Academic Resource Center to better identify those prospective education candidates among the freshman class who may have difficulty passing PRAXIS I and to provide early intervention. Praxis I preparation is being offered as part of the ARC's tutoring program. The School of Education has arranged with the bookstore to stock PRAXIS study guides. The School of Education reports testing results and state policy, score, or criterion changes to the Teacher Education Committee. Faculty assist candidates with preparation for PRAXIS II content and specialty area tests; Teacher Education faculty members provided PRAXIS II preparation sessions and individual preparation assistance to elementary education student teachers and to local lateral entry teachers. To help ensure that candidates meet PRAXIS II requirements for licensure, the syllabus for ED 400 (Student Teaching Seminar) requires that all student teachers provide

evidence that they have taken required PRAXIS II tests prior to graduation. Those who do not pass receive individual score analysis and remediation assistance and are encouraged to retake the test at the next administration after remediation.

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

The School of Education's efforts to attract and retain quality teacher education candidates are ongoing as faculty participate in admission open houses and scholarship interviews. The School of Education follows up with prospective education majors identified by the Offices of Career Services, Advising, or Admissions. The office of the School of Education is open, accessible, and responsive to the needs and questions of the public. Each semester, Education faculty members and candidates meet prospective students in the Majors Marketplace, where they present information regarding program areas and answer students' questions. Education faculty members follow up with personal contacts to interested students. Entering freshmen declaring an education major are, when possible, assigned to academic advisors who are on the teacher education faculty. An active university student organization, SNCAE (Student North Carolina Association of Educators), involves students in activities related to education careers. SNCAE promotes fall and spring conference opportunities to attend sessions and network with education professionals from across the state. SNCAE has monthly meetings focusing on a variety of topics related to teaching, and hosted a booth at the Organizational Fair during freshman orientation. The collegiate MENC (Music Educators of North Carolina) chapter welcomes all music majors into its membership and provides professional materials, information, and activities throughout the year. The Physical Education and Music Departments sponsor booths at state conferences to provide career information for prospective education majors. The Metro Campus office publicizes our programs and distributes recruitment materials to local school districts which include Union, Mecklenburg, Lincoln, Stanly, Cabarrus, and Iredell counties as well as in Kannapolis and Mooresville cities. Local schools have been a source of long-range recruitment; education faculty have spoken to elementary, middle, and high school students about teaching as a career choice.

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

Wingate University has an Office of Multicultural Affairs to better address the needs and concerns of minority students. Prospective education majors identified by the Office of Multicultural Affairs, the Office of Career Services, the Office of Academic Advising, or the Admissions Office are contacted to follow up on interests. The School continues to collaborate with other university departments to develop the Diversity Plan, which includes such efforts as partnering with other area institutions to offer recruitment fairs. The graduate education advisory board consists of minority educators which diverse backgrounds.

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

Field experiences in London will be offered in two education courses. Blended delivery of selected courses. The Doctor of Education in Educational Leadership program development. Online program assessment system established. Database management and analysis of student records. Revised orientations and seminars for student teachers. SPCC cohort started Spring 2008.

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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	58
	Other	1	Other	0
	Total	15	Total	59
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	0	White, Not Hispanic Origin	9
	Other	0	Other	0
	Total	0	Total	10

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
	Total	0	Total	0
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
	Total	0	Total	0

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

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

	Baccalaureate
MEAN SAT Total	1209
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	178
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.4
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)	2	11	0	0
Middle Grades (6-9)	1	2	0	0
Secondary (9-12)	3	2	0	0
Special Subject Areas (K-12)	0	6	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	6	21	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	9	100
Institution Summary	9	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	1	3	16	5	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						

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

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	29	100	62
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
Union County Public Schools	254
Stanly County Schools	67
Anson County Schools	60
Charlotte-Mecklenburg Schools	57
Cabarrus County Schools	23
Gaston County Schools	15
Rowan-Salisbury Schools	14
Richmond County Schools	12
Guilford County Schools	9
Iredell-Statesville Schools	9
Randolph 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.	4.00	3.60	3.20
preparation to effectively manage the classroom.	3.80	3.40	3.20
preparation to use technology to enhance learning.	3.40	3.40	3.00
preparation to address the needs of diverse learners.	3.80	3.60	3.20
preparation to deliver curriculum content through a variety of instructional approaches.	4.00	3.60	3.20
Number of Surveys Received	5	5	5
Number of Surveys Mailed	18	18	18

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
6	0	0