

IHE Bachelor Performance Report Catawba College 2008 - 2009

Overview of the Institution

Established in 1851, Catawba College is a small liberal arts institution affiliated with the United Church of Christ. The College is located in the southern piedmont region of North Carolina. Undergraduate education is the primary focus of the college, with majors in the arts and sciences, as well as some specialized fields. In addition, Catawba College operates a small graduate program that serves local educators in Elementary Education. Utilizing the skills of more than 97 full- and part-time faculty, Catawba College provides instruction to approximately 1200 students representing 33 states and 8 foreign countries.

Special Characteristics

Catawba College has a long history of public service, first opening its doors in Newton in 1851 and in Salisbury since 1925. Approximately 25% of the student body arrives from outside of North Carolina. The College offers sixteen licensure programs, all rooted in the conceptual framework Teacher as Reflective Practitioner. The framework is aligned with state program approval standards as well as with the National Board for Professional Teaching Standards (NBPTS), and as part of restructuring efforts in 2008-2009 is being realigned with the new North Carolina Professional Teaching Standards and 21st century knowledge, skills, and dispositions. Reflection permeates all of the teacher education programs, with portfolios providing substantial evidence for candidate performance. The teacher education programs are small, and the College prides itself on its ability to provide individual attention and support to all of its students. There is a highly structured, tightly sequenced set of experiences that blend theory, methods, and classroom practice and which allows for a cohesiveness that is one of the most unique features of the undergraduate teacher education programs at the College. The master's degree program in elementary education provides a continuum of professional growth as it prepares practicing teachers as reflective practitioners. The graduate program builds upon the essential content knowledge and professional knowledge and skills gained through undergraduate studies and through classroom teaching experiences. The goals of the M.Ed. program extend the competencies addressed by the North Carolina Department of Public Instruction's Competencies for Advanced Licensure and the five propositions of the National Board for Professional Teaching Standards (NBPTS). Based on these standards and guidelines, the M.Ed. program strives to help experienced teachers 1) examine their own practices, 2) systematically raise and pursue questions, and 3) collaborate with others beyond their own classrooms. In order to better provide for continuous program improvement, teacher education faculty follow the Catawba College Teacher Education Unit Assessment System. This system incorporates a variety of quantitative and qualitative assessments, including evaluations developed in collaboration with public school partners. The Shirley Ritchie Academy for Teaching provides professional development opportunities for area educators and prospective teachers. The Academy also operates the Martha West Scholarships, which provides scholarships of up to \$15,000 per year for prospective teachers. qualitative assessments, including evaluations developed in collaboration with public school partners. The Shirley Ritchie Academy for Teaching provides professional development opportunities for area educators and prospective teachers. The Academy also operates the Martha West Scholarships, which provides scholarships of up to \$15,000 per year for prospective teachers.

Program Areas and Levels Offered

Catawba College offers fifteen undergraduate licensure programs and one graduate licensure program in Elementary Education. Approved undergraduate programs include Elementary Education (K-6), Middle School Education (6-9, with concentrations in Language Arts, Mathematics, Science, and Social Studies), Secondary Education (9-12 in English, Mathematics, Comprehensive Social Studies, Comprehensive Science, Biology, and Chemistry), and Special Subject Areas (K-12 in Physical Education and Music). A second field license program in Reading Education is also offered. The newer Birth-Kindergarten program operates under temporary authorization. Graduate study leading to a Master's Degree is available in Elementary Education (K-6).

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
<p>Rowan-Salisbury Schools (Elementary schools: Isenberg, North Rowan, Overton, Millbridge, Koontz, Faith, Hanford Dole, and Granite Quarry; Middle school: Erwin Middle, Knox Middle, and North Rowan Middle; High schools: Salisbury High and Carson High)</p>	<p>1. To assist students who are having difficulty mastering mathematical concepts.</p> <p>2. To assist students who are having difficulty mastering reading and literacy.</p>	<p>1. Mathematics tutoring was provided to 11 students at Overton in grades K-5 by college junior interns.</p> <p>2. Reading and mathematics tutoring was provided to 31 students at Granite Quarry, Isenberg, Hurley, and Overton elementary schools, Erwin Middle, Salisbury High, Carson High, and Central Cabarrus High by college seniors in the Capstone Seminar course.</p> <p>3. Tutoring in reading and mathematics was provided to 20 elementary and middle school students at North Rowan, Koontz, Overton, Hanford Dole, and Koontz elementary schools, Knox Middle, and North Rowan Middle by Teaching Scholars in a Servant Leadership Seminar.</p> <p>4. Tutoring and small group instruction provided to 77 children at Isenberg, North Rowan, Overton, Millbridge, Koontz, Faith, Hanford Dole, and Granite Quarry by sophomore students in Children’s Literature class.</p> <p>5. Funding provided by SCALE grant.</p>	<p>1. As measured by the <i>LTLs Teacher Evaluation Instrument</i> in spring 2009, 97.9% (46 of 47) teachers responding to a survey reported improvement in learner achievement in the tutored subject; 95.7% (44 of 46) noticed a positive change in overall academic achievement; 100% (6 of 6) teachers in fall 2008 reported improvements in learner achievement in tutored subject and in overall academic achievement. (SCALE Data from UNC-Chapel Hill for new courses at Catawba participating in SCALE).</p> <p>2. As measured by the <i>LTLs Learner Self-Evaluation instrument</i> 93.9% (46 of 49) learners in spring 2009 reported that tutoring was “very helpful” (n=23) or “mostly helpful” (n=21) in assisting them to do better in school; 100% (6 of 6) learners in fall 2008 reported tutoring was “very helpful” (n=5) or “mostly helpful” (n=1) (SCALE Data from UNC-Chapel Hill, spring 2009 for new classes).</p> <p>3. As measured by the <i>LTLs Civic Engagement Surveys</i>, 100% of the college students in fall 2008 and spring 2009 reported positive change</p>

			<p>in civic engagement in their teaching lives as well as positive change in their personal lives based on the retrospective pre-post assessment (SCALE Data from UNC-Chapel Hill for new courses at Catawba College).</p> <p>4. Final year of funding for a three-year grant.</p>
Rowan-Salisbury; Kannapolis City; Davie County	1. To assist Kindergarten students who are having difficulty with language arts, readiness skills, and literacy.	<p>1. Eleven special needs students were tutored by candidates in a Birth-Kindergarten program.</p> <p>2. Funding provided by SCALE grant</p>	In fall 2007, 100% of the teachers agreed or strongly agreed that an improvement had been noticed in the learner's achievement (SCALE Data for first year of BK involvement; 2nd year data not available).
Rowan-Salisbury; Kannapolis City; Cabarrus County; Davie County; Davidson County; and Lexington City	1. To observe and assist Pre-Kindergarten and Kindergarten students with readiness skills, literacy, language arts, and math in small group tutoring.	1. Fourteen Kindergarten and 14 Pre-Kindergarten / Kindergarten inclusive classes were visited for a total of 280 hours by candidates in the Birth-Kindergarten Education program.	1. Exit evaluation forms completed and returned by classroom teachers indicate satisfaction with the students' involvement.
Overton Elementary School (Rowan-Salisbury Schools)	<p>Goals: 1. To improve the quality of a teacher preparation program through rigorous entry and program standards and a relevant array of "real world" application experiences.</p> <p>2. To create more powerful and effective models to strengthen the profession of teaching including school leadership, from the initial stages of preparation through the socialization, induction and continuous renewal</p>	<p>1. Pre-service teachers enrolled in Elementary Methods I and II engaged in a year-long junior internship at Overton Elementary. Experiences included-</p> <ul style="list-style-type: none"> • Participation in a reading clinic and conducting reading diagnoses and remediation for Overton students (Goals 1,3,5,6) • Organization of a science day event for students in K-2nd grade (Goals) • Tutoring in mathematics in addition to teaching lessons in content areas. (Goals 1,3,5,6) <p>2. Seminars for junior interns were conducted by the COPE Director (an Overton teacher). This person receives a stipend for her services and serves on the Teacher Education Council along with the Overton principal.</p>	<p>1. Internship evaluation forms completed by mentor teachers indicated that 100% of junior interns were recommended for admission to student teaching. (Goals 1, 3,5)</p> <p>2. College faculty completed survey forms and indicated the belief that program goals were being met. (Goals 1-6)</p> <p>3. One hundred percent of surveys returned by classroom teachers indicate COPE has had a positive influence on the academic progress of children.(Goal 6)</p> <p>4. Robertson Foundation</p>

	<p>of educators.</p> <p>3. To close the gap between educational theory and the wisdom of practice.</p> <p>4. To redefine the professional roles of school-based and college-based educators consistent with the demands of the 21st century.</p> <p>5. To improve an elementary school through the development of better-prepared educators who contribute to a school culture focused on learning outcomes.</p> <p>6. To produce measurable improvements in classroom learning for all students who contribute to a school culture focused on learning.</p>	<p>(Goals 2, 4)</p> <p>3. Grant application submitted to Robertson Foundation for “Cranimals;” a K-2 hands-on investigation of animals using probeware and interactive software (Goal 6)</p> <p>4. A COPE Advisory Council consisting of college and school faculty oversees program governance. (Goal 2)</p> <p>5. Free graduate tuition was available for Overton mentor teachers.</p> <p>6. One hundred percent of full time fall Teacher Education faculty participated, including planning with Overton faculty. (Goal 4)</p> <p>7. Funding provided for bus transportation to NC Zoo</p>	<p>approved \$27,000 grant application; project began fall 2008 and continues fall 2009</p>
Rowan-Salisbury Schools (Teacher Cadet Programs at West Rowan High School and Salisbury High School	<p>1. To encourage mature, responsible and capable students to consider teaching as a career.</p>	<p>1. Official partnerships established with WRHS and SHS with Teacher Cadet program</p> <p>2. Two classes taught by Catawba faculty on leadership, interviewing skills</p> <p>3. Mock interviews held at WRHS</p>	<p>1. Teacher Cadets and other prospective teachers attended a Saturday Teacher Education Day and met NC Teacher of the Year Diana Beasley.</p> <p>2. Assisted with sponsorship of luncheon at state Teacher Cadet conference in Raleigh.</p>
Iredell-Statesville Schools	<p>1. To establish a Visual and Performing Arts Early College High School in collaboration with Mitchell Community College (MCC), Catawba College and the Iredell Statesville</p>	<p>Catawba faculty from the Theater and Music Departments collaborated with stakeholders from ISS and MCC to further develop hold the New Schools Project. As a result several educational opportunities for the inaugural class of the Iredell-Statesville Visual and Performing Arts High School</p>	<p>The partnerships between and among Iredell-Statesville Schools, Mitchell Community College and Catawba College were strengthened and the VPAC grew from a proposal to a functioning New School anticipating</p>

	Schools (ISS)	(VPAC) approved by the NC State Board of Education under authority of the Innovative Education Initiatives Act were developed. Catawba Professors traveled to VPAC to serve as guest artist/educators in Open Houses for the new entity as well as the Children's Theatre inaugural class. VPAC students traveled to theatre performances at Catawba College which were augmented by lecture/demonstration sessions with performers, directors, designers, technicians, and administrators. Catawba College's Wind Ensemble traveled to VPAC for a joint concert with Statesville HS.	70 plus students for next term. VPAC students received college level instruction for several of their high school sessions to begin introducing concepts in theatre. VPAC students experienced live theatre production and behind-the-scenes on site development of Catawba's theatre productions <i>Tartuffe</i> , <i>Urinetown</i> , <i>the Musical</i> , and <i>Danceworks</i> . VPAC music students experienced direct interaction with college musicians and conductors in a jointly sponsored concert.
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B. Brief Summary of faculty service to the public schools.

The public schools provide Catawba with many students, and many of the children of the faculty attend our public schools. Many faculty members are graduates of the North Carolina public schools. Therefore, it is not surprising that College faculty were deeply involved with area public schools. Evidence for faculty involvement is documented through Outreach Catawba: Survey of Faculty Involvement with the Public Schools. Surveys were sent to 87 faculty with a response rate of 63.2% (55 of 87). Of the respondents, 80% (44 of 55) indicated significant involvement with public education, including 100% of Education faculty. Education faculty used resources from a SCALE grant to lead candidates in tutoring experiences in mathematics and reading with elementary students and with disabled students in pre-schools. Education faculty met with Teacher Cadet faculty from high schools and established formal partnerships; faculty also made presentations to Cadet classes and conducted mock interviews. A former North Carolina Teacher of the Year helped organize a Teacher Education Day which was designed to help recruit students into the profession; the keynote speaker was the current NC Teacher of the Year. Another Education faculty member served on the Rowan-Salisbury's Teacher of the Year Selection Committee. Educators' Dinners allow public school personnel, Education faculty and students to discuss educational issues; these dinners are organized in part by volunteer efforts by the faculty. Arts and Sciences faculty freely participated in a variety of interactions, including classroom presentations, conducting workshops, judging contests, providing PTA leadership and participation, helping with field days, tutoring, hosting camps, and supervising trips for academics or athletics. An English professor serves on the NC Poetry Council which supports a state-wide contest. A music professor provided assistance to area concert and marching bands and judged band competitions. The Department of Mathematics continued to sponsor a state level NCCTM mathematics contest for middle and high school students; more than 220 students attended. Theatre Arts faculty continued their assistance in the establishment of a public performing arts program in the Iredell Statesville Schools and took College students to perform in area schools. An Academy for Science and Mathematics operated for the second year at Salisbury High School, and the college has secured Five Honors Scholarships of \$20,000 each and five Distinguished Scholar scholarships of \$10,000 to Catawba College available to 2011 graduating class. Faculty from Physical Education coordinated efforts for Special Olympics. Science faculty were involved with the public schools, including the presentation of science shows and the

judging of science fairs. The Center for the Environment sponsored an Enviro-thon and hosted a number of school tour groups. As all of these volunteer efforts make clear, Catawba College is strongly committed to North Carolina's public schools.

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

The Department of Teacher Education has an ILT agreement with the Rowan-Salisbury Schools by which College faculty members make professional services available to beginning teachers. Discussions were held between the department chair and the ILT Coordinator for the Rowan-Salisbury Schools about the needs of beginning teachers, particularly lateral entry teachers. As a result, the department continued to sponsor a summer professional development workshop for beginning lateral entry teachers and methods classes were offered in the late afternoon. Further efforts included "Educators' Dinners" sponsored by the Lilly Center for Vocation and Values and often attended by beginning teachers. Conversations with prospective and career educators allowed beginning teachers to gain and share insight into the values and issues of the profession. More informal opportunities to support beginning teachers included electronic mail correspondence and phone calls between departmental faculty and former students regarding their novice teacher roles.

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

The Department of Teacher Education continued to offer programs for lateral entry teachers in twelve areas of licensure. During summer 2008, faculty from Catawba College cooperated with faculty from the Rowan-Salisbury Schools and presented a four-day professional development workshop to first-year lateral entry teachers. The department head is in frequent contact with the ILT Coordinator for the Rowan-Salisbury Schools and addresses the needs of lateral entry teachers. Late afternoon classes in teaching methods were made available, as well as internships for lateral entry teachers with supervision by College faculty. Reduced tuition was available through Catawba's post-baccalaureate teacher licensure program.

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

Supporting the continuum of professional development and learning for career teachers is important to Catawba College. The College supports only one area of graduate study, programs that serve experienced teachers. Further illustrating its commitment to career teachers, the College offers the Graduate Program with tuition comparable to state institutions. Career teachers serve in a variety of advisory capacities, serving on the Graduate Advisory Committee, the undergraduate Teacher Education Council, and Catawba-Overton Partnership for Excellence Advisory Committee. In 2008-2009, a faculty member and two graduate students (career teachers) made presentations at the North Carolina Reading Conference. Teacher Education faculty taught demonstration lessons in a partnership school. The College-sponsored Educators' Dinners provide additional support and opportunities for discussion regarding current issues and trends. Catawba's graduate students, who are all licensed teachers, are given unique opportunities to challenge themselves through the planning and implementation of projects with the support and guidance of Catawba's graduate faculty. During 2008-2009 career teachers, who were pursuing certification by the National Board for Professional Teaching Standards, conferred with professors and utilized the College's Curriculum Materials Center in preparation for their assessments.

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

Three schools in the Rowan-Salisbury system were designated as low-performing, and tutors were placed in each as part of the college's participation in a Learning to Teach, Learning to Serve grant from SCALE. Twelve county schools were designated as priority schools, and tutors were placed in five of these schools, also in association with the LTLS SCALE grant. As noted from data collected from SCALE, the vast majority of teachers reported improvement in student performance in tutored subjects as well as overall academic achievement. The college operates a partnership with Overton Elementary School, known as the Catawba-Overton Partnership for Excellence (COPE); Overton serves a student population with a majority of students

from lower socio-economic backgrounds as well as a significant number of special needs and exceptional students. Tutoring took place at Overton as part of the SCALE grant.

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

When the State Board of Education adopted “Future Ready Students for the 21st Century” as the new set of priorities, the Teacher Education program re-examined the conceptual framework and unit mission and placed more attention on globalization. In 2007-2008 an extensive re-examination of unit programs began with a goal of implementing a restructured program during the 2009-2010 academic year; restructuring efforts continued and a revised set of courses was developed for implementation in fall 2009. The priority to produce globally competitive students (high student performance) was addressed through tutoring projects at eight area public schools, with tutoring provided in reading, mathematics, and other subjects; funding was provided through a SCALE literacy grant. The majority of those tutored have been from demographic subgroups “at risk” for failure and so both the College and the school were both involved in “closing the achievement gap.” The need for 21st Century Professionals (quality teachers) was addressed as faculty attended presentations on “Future Ready Students” given by NCDPI personnel at statewide meetings and conferences. The Rowan Salisbury Schools and Rowan Partners for Education sponsored the Second Annual Education Summit with a presentation on 21st century model classroom; the event was well attended by Education students and area teachers. Service learning was emphasized through the aforementioned participation in a SCALE grant focused on tutoring in mathematics, reading, and literacy.

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

The mission of the Department of Teacher Education at Catawba College is to prepare reflective teachers who possess the professional knowledge, skills, and dispositions necessary for effectively teaching students in a diverse and global society. A special emphasis was placed for the second year on the priority of 21st Century professionals, specifically with regard to “preparation in the interconnectedness of the world with knowledge and skills, including language study.” All Catawba College graduates are required to demonstrate intermediate foreign language proficiency, and so most students engage in four semesters of study. The Shirley Ritchie Academy for Teaching continued its second full year of program operations. The second cohort of Martha K. West Teaching Scholars program arrived on campus; each scholar received a scholarship worth \$15,000 a year for North Carolina residents (\$13,000 for out of state residents.) The scholars attended a variety of programs, including a presentation by North Carolina Teacher of the Year Cindy Riggsbee. They also traveled to Savannah, Georgia to visit a high performing school. Education students attended an Education Summit sponsored by the Rowan Partners for Education and learned about 21st century model classrooms. The college sponsored a Year of China, and Education students attended several talks on China.

Supplemental Information (Optional)

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

The 2008-2009 IHE Performance Report marks the fifth consecutive year the college has been reported as having a 100% pass rate on PRAXIS II for program completers. While this success has been made possible in part by the state mandated requirement of PRAXIS I as a requirement for admission, the department has nevertheless made specific efforts, targeting students at various stages in the Teacher Education Program. The department provided test preparation materials for PRAXIS I and II in the Curriculum Materials Center. Individualized tutoring and guidance for candidates was provided by Teacher Education faculty as well as by paid tutors; students were made aware of this opportunity through announcements in classes and in meetings of the Student North Carolina Association of Educators. In order to prepare Elementary Education students for PRAXIS II, faculty presented small group workshops and provided individualized tutoring.

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

Catawba College faculty collaborated with educators from the Rowan-Salisbury Schools and engaged in a number of recruitment activities throughout 2008-2009. The most significant activity was the continuation of the Martha K. West Teaching Scholars, a program which provides fifteen scholarships per year of up to \$15,000 each to prospective teachers. The second cohort of West Scholars arrived in fall 2009, with a larger third cohort expected to arrive in fall 2009. These scholarships, funded in part by a generous gift from an anonymous donor, demonstrate the deep commitment the college has to the preparation of future teachers. The college and educators from the Rowan-Salisbury Schools again hosted a "Rowan-Salisbury Teacher Education Day," with presentations made by local teachers including a former North Carolina Teacher of the Year. In addition to the regular recruitment events such as meetings with incoming freshmen and participation in college recruitment fairs, Catawba Teacher Education faculty attended campus events such as periodic "Open Houses," which are special visitation days at Catawba targeting prospective students. Peer recruitment efforts were utilized with current teacher candidates encouraged to share their experiences with other students and by informal invitations to Student North Carolina Association of Educators meetings, and by serving as campus guides in the Alpha program.

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

The department has operated under the assumption that several factors will encourage minority students to pursue teacher licensure. Among these are the need to interact with diverse faculty, the need for support for minority candidates, and the need for opportunities to increase multicultural understandings within the majority population. The need to interact with diverse faculty was addressed in part when in fall 2008 an African American female was employed as a full-time faculty member to work in the birth-kindergarten program. This action allowed the small Teacher Education Program at Catawba to attain its greatest diversity to date in the Teacher Education faculty. Multiculturalism was again featured as a major strand in the Instructional Theory and Design course sequence taken by all juniors. Candidates listened to a diverse set of speakers, including those from African-American, Caucasian, and Hispanic backgrounds. Presentations were made by a diverse parent panel. Candidates engaged in a cultural diversity assignment and wrote reflective essays. During the 2008-2009 academic year three minorities were admitted to and enrolled in teacher education programs, the same number as in 2007-2008. However, the number of minorities in the program pipeline has increased, and the number is expected to rise in fall 2009.

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

In 2008-2009 Catawba College continued a number of initiatives designed to boost enrollment and raise quality in the teacher education programs which were developed in the 2006-2007 academic year. First, Phil Kirk, Chair Emeritus of the North Carolina State Board of Education worked for a third year as the Vice-President for External Relations with a mandate to focus on the Department of Teacher Education (as well as the School of Business). Second, the College graduated its second cohort of student teachers in the Birth-Kindergarten program. This program was designed as a "2+2" program in cooperation with Rowan Cabarrus Community College; students attend evening classes as part of the School of Graduate and Evening Studies. Third, the first student teacher completed a science licensure program as part of a new major in Environmental Education. Fourth, the Shirley Ritchie Peeler Academy for Teaching entered its second full year of operations. This academy sponsored events in collaboration with public school educators for the advancement of teaching. The Academy Director oversees the Martha K. West Teaching Scholars; each year fifteen scholarships of \$13,000 each (\$15,000 for in-state residents) are offered to prospective teachers. Fifth, formal partnerships were established with two area Teacher Cadet programs. Sixth, an Academy for Math and Science at Salisbury High School was established; members of the graduating class of 2011 will be eligible to receive one of five \$20,000 Honors Scholarships or one of five Distinguished Scholarships to Catawba College. It is hoped that some of these students will pursue careers as science or math teachers. Finally, Theater Arts faculty collaborated with the Statesville-Iredell Schools to establish a high school for the visual and performing arts.

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	11	White, Not Hispanic Origin	36
	Other	0	Other	0
	Total	12	Total	37
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	3	White, Not Hispanic Origin	11
	Other	0	Other	0
	Total	3	Total	12
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	23
	Other	0	Other	0
	Total	0	Total	23

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)	1	1
Secondary (9-12)	1	1
Special Subject Areas (k-12)	1	1
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1161
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	179
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.29
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	6	0	3
Elementary (K-6)	2	3	1	2
Middle Grades (6-9)	0	0	0	1
Secondary (9-12)	0	5	0	4
Special Subject Areas (K-12)	0	1	0	10
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	2	15	1	20
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2007 - 2008 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Birth thru Kindergarten	.	N/A
Elementary Education	6	100
MG-Math	.	N/A
Math (9-12)	.	N/A
Music	.	N/A
Physical Ed	.	N/A
Social Studies (9-12)	.	N/A
Institution Summary	6	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	6	11	0	0	0	0
U Licensure Only	13	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	8
Comment or Explanation						

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

2007-2008	Student Teachers	Percent Licensed	Percent Employed
Institution	18	83	67
State	4186	93	62

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2008 - 2009

LEA	Number of Teachers
Rowan-Salisbury Schools	264
Davidson County Schools	43
Cabarrus County Schools	36
Davie County Schools	34
Forsyth County Schools	30
Charlotte-Mecklenburg Schools	30
Iredell-Statesville Schools	28
Guilford County Schools	19
Randolph County Schools	15
Kannapolis City Schools	14
Lexington City 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.

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.

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	4	4