

IHE Bachelor Performance Report Gardner-Webb University 2008 - 2009

Overview of the Institution

Located on 200 acres of gently rolling land in the Piedmont section of western North Carolina, Gardner-Webb University enjoys its pastoral setting in Boiling Springs as well as its access to important urban areas. The University benefits from a close relationship with nearby Shelby, a progressive city with a population of approximately 25,000. Only 45 miles from Charlotte, Gardner-Webb is fortunate to be a part of the dynamic Charlotte region and to be located near Interstate 85, which Business Week referred to as the "boom belt." Gardner-Webb University is a private, coeducational, primarily residential university affiliated with the Baptist State Convention of North Carolina. Its purpose is to provide students a learning of distinction in the liberal arts and in professional studies based upon Christian principles and values within a caring community. To this end, the University strives to develop students intellectually, spiritually, socially, and physically. Begun as a mission of the Kings Mountain Baptist Association, in 1942 the institution was named Gardner-Webb College in recognition of the influence and support of Governor O. Max Gardner and his wife, Faye Webb Gardner. In 1993 the College officially became Gardner-Webb University. The University has received recognition from the John Templeton Foundation as one of the top character-building institutions in the southeast. During the 2000-2001 academic year, the University was honored by the American Council of Trustees and Alumni, headed by Lynne Cheney, for the depth and breadth of its revised Core Curriculum. With teaching as its priority, the University has 148 full-time faculty members, 78% of whom hold doctorates, dedicated to the intellectual development of graduate and undergraduate students. The University has enjoyed a steady enrollment increase during the last five years and currently has approximately 4,000 undergraduate and graduate students. A major strength of the institution is that, despite its growth, the faculty student ratio is 1:13, thus encouraging a faculty/student relationship that is friendly, informal, and lasting. The University is accredited by SACS, the School of Education is accredited by NCATE and approved by NCDPI, the music program is accredited by NASM, the School of Divinity is accredited by ATS, the School of Business is accredited by ACBSP, the School of Nursing is accredited by NLNAC, the Athletic Training Program is accredited by CAAHEP, and the School of Psychology and Counseling is accredited by CACREP.

Special Characteristics

Because of its Christian foundation and its commitment to encouraging service to one's community, a significant portion of Gardner-Webb University students prepare for service-related professions - teaching, the ministry, and nursing. One of the most notable programs at the institution is the program for blind, visually impaired, deaf, hearing impaired, and learning disabled students. The Noel program enables students with vision, hearing, and learning disabilities to fully take part in the educational programs of the University at no additional expense to the students. A new facility was completed this year to house this important and unique program. Through its continuing effort to provide a quality post-secondary education to North Carolina citizens, the University has a branch campus in Statesville. Programs offered on this campus include our undergraduate GOAL (Greater Opportunities for Adult Learners), nursing, undergraduate and graduate elementary education, business, mental health counseling, sport science and pedagogy, and school administration programs. The Statesville undergraduate elementary education is a collaborative program with local community colleges and admitted its seventh cohort of undergraduate candidates in 2008-2009. The GWU facility is also used by the Iredell/Statesville school system for professional development for its teachers and by the local community for a variety of meetings. The presence of Gardner-Webb University in Iredell County is strong and permanent. The University has leased a permanent facility in Charlotte to deliver GOAL and graduate programs in Mecklenburg County and has also leased a floor in a building in uptown Winston-Salem to deliver GOAL and graduate programs in Forsyth County. In addition to physically having a broader presence, the university continues to develop online courses, with six available in the MSA program, and three complete degrees available online through the School of Business. During the 2008-2009 academic year the School of Education completed the planning process to offer the MSA program completely online, with approval from the Graduate Council anticipated in the fall of 2009. During the 2008-2009 academic year the university received temporary authorization from the Department of Public Instruction to begin the first American Sign Language (ASL) education program in North Carolina and we continue to work on a Temporary Authorization request for an

Art Education program. The university is growing thoughtfully and purposefully, making every attempt to meet educational needs of North Carolina citizens by making quality education accessible.

Program Areas and Levels Offered

Undergraduate licensure programs: elementary education, middle grades education (concentrations in language arts, social studies, mathematics, and science), secondary education (English, mathematics, comprehensive social studies), and special subject areas (physical education, Spanish education, French education, English as a Second Language, music education). During 2008-2009 we received temporary authorization from the Department of Public Instruction to begin an American Sign Language (ASL) education program. Graduate licensure programs: elementary education, middle grades education, English education, school administration, and school counseling. Doctoral programs: Educational Leadership and Curriculum and Instruction. The institution is currently accredited by SACS, the education unit is currently accredited by NCATE and all licensure programs approved by NCDPI. The music education program is accredited by NASM and the school counseling program is accredited by CACREP.

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
Cleveland County Schools	Healthy and Responsible Students - 1. Raise proficiency and social skills for level I and level II students and 2. increase parent involvement.	1. Conduct program evaluation of after school activities and opportunities and 2. provide staff development/training for after school leaders	Parental involvement still high. Data collected on improvement in level I and level II students not conclusive. Will collect one more year of data before changing plan.
Cleveland County Schools	Healthy and Responsible Students - improvement of reading and comprehension skills.	Undergraduate candidates provided literacy/reading assessment and tutoring to twelve kindergarten and first grade students.	Eleven of the students assessed and tutored showed improvement in literacy/reading and comprehension, as demonstrated by classroom performance and informal reading inventories.
Rutherford County Schools	Innovation - Collaboration among GWU, Rutherford County Schools, and Kidsenses Children's Museum	"Let's Read Together" night provided skits, games, activities, and parenting information to children and families in Rutherford County at the Children's Museum. Faculty and candidates assisted with planning, preparation, and delivering the services for the evening.	Over 100 parents and children attended and, again this year, their narratives positively assessed the event. This will now become an annual event and during 2009-2010 we will be developing more specific objectives and assessments.

Charlotte-Mecklenburg Schools (Cochrane Middle School and Martin Luther King Jr. Middle School)	21st Century Professional Leaders - Project Turnaround Middle Schools. Goals are to ensure academic excellence for all students, develop leadership responsiveness, develop social equity, build school culture, and review organizational structure and daily procedures/processes.	Through monthly site visits, serve as coach to administrators as they implement new leadership strategies within the two schools. Continue to collect and analyze data on school structure and school climate and their relationship to administrators' leadership styles.	Self-assessment by the administrator and teachers continues to be a vital piece of data in determining the success of leadership and culture changes in the schools. Initial data analysis indicates a positive response from teachers; however, longitudinal data need to be collected, factoring in teacher turnover and new hires. 5/29/30 EOG reading score percentages at Cochrane Middle School have increased since last year and math score percentages have doubled.
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B. Brief Summary of faculty service to the public schools.

At the conclusion of our last NCATE/DPI visit in the fall of 2004, our NCATE Chair paid our faculty the compliment of calling us one of the most “involved” faculties he had seen because of the many ways in which we are active in and provide service without remuneration to the local public schools. Our public school involvement continues to include conducting workshops for public schools (e.g., providing in-service for the National Writing Project), serving on school district committees and boards with public school personnel (e.g., Communities in Schools, Closing the Gap, Parent Advisory Board), doing volunteer tutoring and other volunteer work in the schools (e.g., CARE, book fair, Reading Buddy), judging science fairs, serving as “guest lecturers” in middle and high school classrooms, judging athletic events, working with Special Olympics, judging band and choral competitions, evaluating English essays, judging poetry contests, assisting teachers to prepare for the NBPTS process, working with schools as they prepare for SACS accreditation, reading to classes, sponsoring “Project CAFÉ” which broadens understanding of other languages and cultures, holding appointments on local school advisory boards and councils, working with principals and other administrators in leadership development, providing technology and data analysis support to central office staff, and speaking at principals' meetings and school staff meetings to share news of our program and address shared issues. In addition to our presence in the local public schools, public school personnel also have a presence on both the Boiling Springs and Statesville campuses. Two public school personnel (an elementary school principal and a high school teacher) sit on our Teacher Education Committee and have voice in the governance of the entire teacher preparation program. One local special educator continues to serve as an adjunct in the Boiling Springs undergraduate elementary education program and very capably teaches our EDUC 313 class, Teaching Students with Special Needs. Two public school adjuncts regularly teach in the Statesville undergraduate elementary education program. Public school administrators and curriculum specialists serve as adjunct faculty within our graduate programs and other public school personnel serve as resource persons and guest lecturers in both undergraduate and graduate classes. Each semester we have a day in which we interview candidates who have applied for admission into teacher education on both our Boiling Springs and Statesville campuses and our interview teams always include public school representative (a teacher one semester and a school counselor or principal the next semester).

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

The faculty at Gardner-Webb University stay in frequent contact with newly licensed teachers, counselors, and school administrators. Many of our program completers are from the area and remain in the area to work, making it very convenient for faculty to continue to have a professional relationship with them. Faculty remain in contact with our beginning professionals through the telephone and through email. One faculty member created a blog for recent grads to share experiences and ask questions of one another and faculty. A survey is sent to first-year program completers to determine their perceptions of their readiness to teach as well as to

determine needs that they have during their initial year. Beginning professionals continue to have access to the personnel and technology resources of the University and frequently make contact with faculty for individual advice in areas such as technology, management, resources, lesson plan ideas, action research assistance, and they ask for graduate school recommendations. As student teacher and internship supervisors move in and about within the schools, they frequently visit beginning professionals to determine needs and provide support. While we do not have a formal mentoring program other than our participation on mentor teams (when we are asked), we do a great deal of informal mentoring of beginning professionals through both our graduate classes and our presence in the local schools.

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

Gardner-Webb University has a strong commitment to work with lateral entry teachers and makes every effort to value the experiences that these persons bring to their classrooms, while ensuring that they have the knowledge, skills, and dispositions to serve their students well. It continues to be our commitment to respond to all lateral entry transcript requests; therefore, all lateral entry teachers and teachers who are provisionally licensed who request programs of study receive an evaluation of both their transcripts and all relevant work experiences. The content area coordinator and the Dean of the School of Education complete these evaluations. When the evaluation is concluded, a letter is sent from the Dean of the School of Education outlining the program of study required to be eligible for a recommendation in the licensure area sought. Every effort is made to ensure that the program of study formulated for each lateral entry teacher is truly competency-based and not simply course-based. Although there is usually only one section of each undergraduate course offered each semester, the courses are rotated on the schedule to ensure that there is something offered in the afternoons for the convenience of lateral entry teachers. During this year, the special education class, the reading in the content area class, the science methods class, the middle grades methods class, the children's literature class, and the computer class were all offered at times conducive to lateral entry teachers (3:30 or later in the afternoon). Our undergraduate program in Statesville is attractive to lateral entry teachers because all classes begin at 4:00 p.m. The Statesville program coordinator works with lateral entry teachers in planning programs to meet their licensure requirements. The undergraduate summer school offerings in professional education are few, but other classes are available. During the 2009 summer session classes in general education were offered on the Boiling Springs campus and the reading practicum class and children's literature classes were offered on the Statesville campus. Many lateral entry teachers choose to enter our graduate program(s) and work concurrently on their master's degree while fulfilling their licensure requirements. Having these teachers in class provides a unique opportunity for everyone to discuss particular issues unique to this population. All of our graduate programs are evening, part-time programs and were designed to fit the schedules of busy teachers and school professionals. Many of the lateral entry teachers who take classes on our campuses work in systems up to an hour's commute; in order to make class registration as easy as possible, continuing students can register themselves with our web-based registration system or advisors complete this process by telephone for new students. We have worked diligently to acquire a reputation as a "lateral entry friendly" environment and make a conscious effort to work with lateral entry teachers in the ways that they most need. We continue to work as partners with the Charlotte Regional Alternative Licensing Center by providing schedules and working with the needs identified by DPI personnel there.

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

The faculty at Gardner-Webb University continue to help tutor and mentor career teachers as they prepare for the assessment of the National Board for Professional Teaching Standards. Every teacher who has been mentored by our faculty has been successful on her first attempt in obtaining National Board Certification. Faculty members have also helped career teachers conduct research in their classrooms and have always provided in-service opportunities and other consultations requested by career teachers or their local school systems. For example, Our Foreign Language educator continues to be active in supporting career teachers through the Southern Piedmont Foreign Language Consortium; our music educator continues to support career teachers through sharing music and instruments, guest conducting and lecturing in classrooms, and judging band/chorale contests; and other faculty provide services and information requested by career teachers in our area. All cooperating teachers and supervisors of graduate counseling and school administration interns receive a voucher for a class of their choice, either undergraduate or graduate, for working with our student teachers and

interns. For some career teachers, the class has been used for their own professional growth and some have used it to begin their master's programs.

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

The GWU School of Education also continues to be involved in initiatives designed to prevent schools from declining in their performance. One GWU School of Education faculty member continues to serve on the Cleveland County Closing the Gap committee. She also shared Closing the Gap initiatives and information on a regular basis with both the SOE and the Teacher Education Committee. One SOE faculty member continues to serve on the Iredell County Closing the Gap Committee and the Iredell County Partnership for Young Children which is involved in assessing the More-at-Four programs in that county. Two faculty members collaborated with a local children's museum on a Service Learning Project literacy grant to work with parents of low-achieving students. The faculty member who coordinated that effort was the recipient of the GWU Service Learning Award for 2008-2009. Several faculty members continued to volunteer time tutoring both elementary and middle grades students as they prepared for their EOGs.

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

During the 2006-2007 year, the State Board of Education developed and adopted a new mission statement and five new goals (Global Competitiveness, 21st Century Professional Leaders, Healthy and Responsible Students, Innovation, 21st Century Systems). The School of Education faculty and Teacher Education Committee continue to be aware of these and are committed to ensuring that our curricula and activities support the vision of the SBE. The goals are woven throughout our undergraduate and graduate curricula as both course objectives and research initiatives for candidates. More emphasis has been placed throughout our curricula on the global community and providing opportunities for our candidates to expand their perspectives. In all curriculum endeavors we affirm that we are producing 21st Century Professionals who are leaders in their school environments and are committed to the development of healthy and responsible students. We continue to ensure that our programs meet state and national standards. In all of our School of Education operations we model 21st Century Systems by the way we emphasize global awareness and continued support for all who complete our programs. We also continue to review our assessment practices to ensure that we are receiving the best data on the success of our candidates' practice and the quality of our program. These goals, along with new standards adopted in several areas, have driven the major curricular changes which curriculum revisioning that has occurred this year. It is our goal to continue to think globally and innovatively as we revision our graduate programs next year.

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

During 2008-2009 year the School of Education received temporary authorization to begin an American Sign Language (ASL) education program, the first such in North Carolina. We continued to work with the Fine Arts Department to prepare a proposal for an art education program and hope to submit that to DPI during the summer of 2009. The State Board of Education adopted new content area standards for undergraduate licensure programs in 2008 and all curriculum development efforts during the 2008-2009 academic year were concentrated on the revisioning process.

Supplemental Information (Optional)

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

Gardner-Webb University remains committed to providing assistance to ensure candidates' success on both PRAXIS I and PRAXIS II. If needed, special tutors may also be arranged either through the School of Education or through the University Learning Assistance Program to assist with particular sections of PRAXIS I. An orientation to PRAXIS I is conducted in EDUC 201, Introduction to Education, and candidates are encouraged to take it as early as they feel confident and comfortable. The majority of our candidates are successful on their first PRAXIS I attempt or present to us the appropriate SAT or ACT equivalent score.

Candidates who are not successful with any part of the PRAXIS I assessments initially quickly see the need for tutorial assistance and are then encouraged to take the computer-based format when they re-test. For the occasional candidate who is unsuccessful with PRAXIS II the first time, an analysis is requested from ETS of the troublesome module and the candidate and his/her program coordinator review and prepare for the next test administration. School of Education faculty continue to attend PRAXIS II workshops or meetings and share information about the tests with other faculty and with candidates.

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

The Admissions Office sends to the School of Education (and to other departments in which licensure programs are located) names of any freshmen (and inquiries) who have indicated education as a possible major choice. Letters and program information are sent to these students, with appropriate follow-up done by each department. Graduate inquiries are responded to in the same manner. Faculty are available to speak with prospective students and their families as they visit the campus. The Career Services Center sponsors a Teacher Education Job Fair in the spring, with over forty school systems participating and all University students were invited to participate, not simply licensure students. During the year four "Dawg Days" were scheduled. These events are days in which prospective students and their families visit campus. A "Fair" occurs at each Dawg Day during which departments/programs set up recruitment displays and faculty are present to speak with the prospective students and distribute information relative to the major. The School of Education has an information sheet which prospective students complete at that time and follow-up letters are sent to all interested students. Individual program coordinators also make contact with prospective education candidates and send information to them. Several sections of EDUC 201, Introduction to Education, are offered each semester and freshmen advisors are consistently reminded to put any student in that class who is even remotely considering education as a possible major. The course is frequently a very positive tool for recruitment into teacher education. There is an active SNCAE chapter on the Boiling Springs campus and those students are active recruiters for the education program. The elementary education coordinator and faculty at Statesville meet frequently with the advisors from Mitchell Community College, as well as speak to the Education Club and any other prospective teacher education candidates. The Department of Fine Arts continues to be a presence in the local schools, giving music lessons, inviting pre-college students to play with the GWU band and orchestra, and giving scholarships to qualified candidates who are interested in music education. Information about teaching and the licensure process is posted on the School of Education's web site, as is the newsletter, TE.NET. The newsletter, which contains information about the teacher preparation program, personnel, and licensure in general, is published once a semester and distributed widely across campus, through the Teacher Education Committee, and to our public school partners. We also work closely with our webmaster to ensure that our web information is updated and accurate.

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

A \$2,000.00 scholarship is given annually to provide assistance to a culturally diverse undergraduate who wishes to major in teacher education, with up to 10 individual scholarships available. Information regarding this scholarship is disseminated widely through the financial planning office and by individual professors. The Office of Admissions continues to purchase names of minority students who show potential for success at Gardner-Webb University. While the University enjoys success recruiting and admitting a diverse population (usually 11%-15% of the University student body), most minority undergraduates gravitate to business-related or sports-related majors rather than pursuing teacher licensure. There is also a difficulty with some minority candidates in achieving success on the PRAXIS I examinations, although we do provide preparation assistance. Although the State Board of Education has provided the alternative SAT of 1100 or ACT of 24, no potential minority candidate has achieved those scores. During the 2008-2009 academic year, one African-American elementary education major was admitted into the teacher education program. Two faculty members of the School of Education are African-American, one is based in Boiling Springs and one is based in Statesville. They both serve as unofficial mentors to many of the minority students on both campuses and they share the message of teacher education with the students through a variety of settings. One minority faculty member has also conducted African-American Female Forums at Burns High School, Crest High School, and Shelby High School, in an effort to encourage young African-American women to participate in honors classes and attend

college. Both faculty members serve on Closing the Gap committees and have valuable input into reaching potential teacher education candidates early and often. The coordinator of our elementary education program in Statesville has been recruiting heavily in the Iredell/Statesville area, with particular emphasis on current teacher assistants, many of whom are minority. Our graduate population has an excellent minority presence, primarily because of our Charlotte and Winston-Salem clusters. We will continue to seek ways to assist undergraduates in their quest to become teachers and seek opportunities to take graduate programs to sites with under-represented populations.

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

During the 2008-2009 academic year, we hired a new full-time faculty member whose primary responsibilities were teaching in the master's and doctoral programs. The School of Education office and faculty continue to utilize a full-time administrative assistant, a part-time secretary, a graduate assistant, and a student worker. This year our part-time secretary had her hours increased from 20 per week to 30 per week. She also continues to provide support for our growing doctoral program. This year we have explored the possibility of beginning a master's cluster in Henderson and Montgomery Counties. In addition, the Winston-Salem-Forsyth and Charlotte-Mecklenburg school systems have both requested that we begin a doctoral cohort at those sites. We are currently continuing that dialog in anticipation of a spring, 2010 beginning.

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	1
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	90
	Other	0	Other	0
	Total	14	Total	92
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	3
	Other	0	Other	0
	Total	0	Total	3
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)	11	0
Middle Grades (6-9)	9	2
Secondary (9-12)	2	0
Special Subject Areas (k-12)	4	0
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	26	2
Comment or Explanation		
<p>Although we do 50-75 transcript evaluations a year, most of the lateral entry teachers use the RALC evaluations for their program requirements. We do have twelve graduate students who are working on fulfilling the undergraduate and graduate requirements concurrently. They are not lateral entry teachers. The only graduate program we have that would fit into this category is school counseling and we have no lateral entry counselors in the program.</p>		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	*
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	*
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.34
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)	13	8	0	0
Middle Grades (6-9)	1	2	0	0
Secondary (9-12)	0	3	0	0
Special Subject Areas (K-12)	7	2	1	1
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	21	15	1	1
Comment or Explanation				

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

2007 - 2008 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	27	93
MG-Lang Arts	.	N/A
Institution Summary	27	93
* 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	10	20	8	0	1	1
U Licensure Only	1	0	0	0	0	1
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.

2007-2008	Student Teachers	Percent Licensed	Percent Employed
Institution	28	93	57
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
Cleveland County Schools	428
Rutherford County Schools	229
Charlotte-Mecklenburg Schools	210
Gaston County Schools	177
Forsyth County Schools	137
Iredell-Statesville Schools	131
Burke County Schools	107
Surry County Schools	90
Lincoln County Schools	85
Davidson County Schools	77

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
15	6	17