

IHE Bachelor Performance Report Western Carolina University 2008 - 2009

Overview of the Institution

Western Carolina University, located in Cullowhee near the Great Smoky and Blue Ridge Mountains 55 miles west of Asheville, is a coeducational residential public university of approximately 9,000 students on a 600-acre main campus. Founded in 1889 as a teacher education institution, WCU is a comprehensive regional institution within the University of North Carolina system and has a long and rich tradition of producing excellent professional educators. The Carnegie Foundation for the Advancement of Teaching has recognized Western Carolina University's emphasis on community engagement and its link to engaged teaching, research and service by selecting the university for its "community engagement classification." The institution has approximately 500 full-time faculty members. Six undergraduate Schools and Colleges include Health and Human Sciences, Arts and Sciences, Business, and Education and Allied Professions, Fine and Performing Arts and the Kimmel School of Construction Management and Technology (and the Graduate School). Western has 18 professional education licensure programs at the initial level, 24 programs at the master's level, one program at the specialist level, and one program at the doctorate level. The Commission on Colleges of the Southern Association of Colleges and Schools accredits the university. Western has several notable features in addition to its rural location and unparalleled natural beauty. Undergraduate research is one activity at WCU drawing national attention. In recent years, Western has consistently ranked in the top 20 institutions in the nation in the number of student papers presented at the National Undergraduate Research Conference. Noted for its small class size, WCU enrolls many entering freshmen in Academic Learning Communities, and has initiated and promoted a campus-wide service-learning program. The University strives to provide leadership and technical assistance for the improvement of teacher preparation and elementary and secondary schooling in North Carolina, the nation, and developing countries. The University is strongly committed to partnering with the public schools in order to educate preservice teachers to teach all children to high standards, to assist beginning professional educators to be successful and remain in the profession, and to provide quality professional development for career educators. Since 1976, Western is the NC institution that has provided the graduate licensure professional education programs in Asheville (55 miles from Cullowhee) for resident credit. The undergraduate professional education programs include rigorous and accessible teacher preparation programs in the areas of birth-kindergarten, elementary, middle grades, secondary, special education, and special subject areas such as art, music, and languages. The North Carolina State Board of Education approves and the National Council for Accreditation of Teacher Education accredits Western's professional education programs. Western's teacher education program was awarded the 2006 Distinguished Program in Teacher Education at the annual meeting of the Association of Teacher Educators and was one of three recipients of the Christa McAuliffe Award for Excellence in Teacher Education in 2007 by the American Association of State Colleges and Universities.

Special Characteristics

WCU is the only public NC IHE in an unincorporated area. The population of the township of Cullowhee is approximately 4000. Western provides basic services such as water and electricity to the immediate area. Our service orientation became part of WCU's tradition as the community around it grew. The tradition continues today in the "Western Way" where the institution reaches out and supports the region of the very rural westernmost mountain counties. Western is well-known for its innovation in technology. For example, Western was the first NC public institution to require all entering freshmen to have a networkable computer. The College of Education and Allied Professions houses a large number of centers and clinics that provide significant outreach services to the public schools in our rural region. These units include the Office of the Director of the North Carolina Council on Accreditation and School Improvement (for the Southern Association of Colleges and Schools (SACS), the Mathematics and Science Education Network Office, the Office for Teacher Education Recruitment and Retention, the Center for the Support of Beginning Teachers, and the Office of Alternative Licensure. In addition, the College frequently collaborates with the North Carolina Center for the Advancement of Teaching located adjacent to the WCU campus. The services of the centers and clinics as well as those of our faculty and staff are characterized by the "Western Way," the attitude that going the extra mile (figuratively and literally) is an integral part of the job. For example, to our knowledge, Western has the only School-University Teacher Education Partnership whose focus goes beyond providing support to beginning teacher to professional development for career teachers. There is a

strong collaborative relationship between the College of Education and Allied Professions and the College of Arts and Sciences as well as the newly formed College of Fine and Performing Arts aimed at supporting teacher education and the public schools. The university and college are strongly committed to partnering with the public schools in order to educate preservice teachers to teach all children to high standards, to assist beginning professional educators to be successful and remain in the profession, and to provide quality staff development for career professional educators. The College fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of the community of learners include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences and welfare of the persons affected by those decisions; (2) an appreciation and respect for diversity; and (3) a commitment to fostering the responsible use of technology. In addition to service to the region and the state of North Carolina, WCU has worked with the Ministry of Education in Jamaica for the nearly 40 years to provide courses in Jamaica and on Western's campus so that teachers there can complete BSEd and MAEd degrees. NA

Program Areas and Levels Offered

The professional education licensure programs that follow are offered at Western with notations indicating the levels of the programs. Pre-Kindergarten (B-K): Birth-Kindergarten – A ; Elementary Education (K-6): Elementary Education - A M Middle Grades Education (6-9): Middle Grade Language Arts - A M; Middle Grade Mathematics - A M; Middle Grade Science - A M; Middle Grade Social Studies - A M Secondary Education (9-12): English - A M; Mathematics - A M; Comprehensive Science - A; Biology – M; Chemistry – M; Comprehensive Social Studies - A M Special Subject Areas (K-12): Reading – A (add-on); Art - A M; Music - A M; Physical Education - A M; Second Language Studies: Spanish – A; Exceptional Children (K-12): General Curriculum –A; Adaptive Curriculum-A; Academically Gifted – A (add-on),M; Behaviorally-Emotionally Disabled – M; Mentally Disabled - A M; Severely/Profoundly Mentally Disabled – M; Specific Learning Disabilities - A M; English as a Second Language – M; Speech-Language Impaired - S Special Service Personnel (K-12): School Administrator - M S D; School Counselor – S; School Psychologist – S;. Notations: A= Bachelor's Level M= Master's Level S= Specialist's Level D= Doctoral Level

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 |
|--|---|--|---|
| Asheville City Cherokee Clay Graham Haywood Jackson Macon Swain Yancey | 21st Century Professionals | WCU Beginning Teacher Induction Symposium (August 4-5, 2008): The Induction Symposium, held on Western's campus, satisfies two of the three professional development days required of NC beginning teachers. Symposium planners collaborate to develop concurrent sessions, building upon pre-service preparation to create a more seamless transition from university to public school classrooms | • 113 Beginning Teachers • 22 Public School Teachers/ Facilitators • 9 University Faculty Outcomes show participants viewed the symposium favorably and helpful for beginning teacher development: • Participants were satisfied with the symposium - 89% • Positive evaluations for speakers |

| | | | |
|--|-------------------------------|--|---|
| Asheville City Cherokee Cherokee Federal Clay Haywood Jackson Mitchell Swain Summit Charter Yancey | 21st Century Professionals | WCU Beginning Teacher Induction Symposium (January 23, 2009): At the request of LEAs, a symposium was held in January for new teachers hired after the school year began. Beginning Teacher Coordinators and WCU center directors met in December to plan the event. | • 22 Beginning Teachers • 10 Public School Teachers/Facilitators • 4 University Faculty Outcomes show 100% of participants viewed the symposium favorably as helpful for beginning teacher development • Favorable evaluations for speakers, especially the 2nd year teachers who met with grade level groups • More information on classroom management was requested |
| Asheville City Cherokee Cherokee Federal Clay Graham Haywood Jackson Macon Mitchell Swain Yancey | 21st Century Professionals | Beginning Teacher Online Support Program - The goal is to establish an online network of support connecting beginning teachers, mentors and university faculty creating “practice-centered conversations.” | • 134 BTs • 20 E-mentors • 9 A&S/CEAP faculty According to surveys administered in April 2008: • Majority of BTs indicated they benefited from online support program • Benefits were related to the ability to share new ideas and similar experiences; BTs were able to talk to other BTs from other systems who were struggling with the same things in their classrooms • Convenience of this approach to mentoring was also noted • Topics most requested: Classroom management; motivation; parental support; pacing/ engaging lessons; differentiation; assessment |
| Asheville City Cherokee Cherokee Federal Clay Graham Haywood Jackson Macon Mitchell Swain Summit Charter Yancey | 21st Century Professionals | WCU Online Survey of Beginning Teacher Support Programs (April 2009): The WCU Online Survey of Beginning Teacher Support Programs is an evaluative instrument surveying beginning teachers, mentors, principals, and beginning teacher coordinators. Data is used to examine the effects of induction programs on teacher retention and new teacher development. | • 152 Beginning Teachers • 119 School-Based Mentors • 58 Principals • 25 E-mentors Results will be published and shared with stakeholders fall 2009 to inform support opportunities for 2009-2010. |
| Jackson Haywood Macon | 21st Century Professionals | Faculty in Educational Leadership and Foundations provided professional development opportunities for assistant principals/principals to improve instructional leadership and focus on their role in new teacher development in five WNC school systems | • 8 Principals – 5 systems Evaluations report: • A recommendation was made to provide additional PD opportunities for assistant principals/ principals |
| Alleghany Asheville City Graham Macon Swain | 21st Century Professionals | iChat project - Five 2nd year teachers participated facilitated by a Swain County master teacher. All were 5th grade teachers. The purpose of the project was to use MacBooks/iChat to network with other 2nd year teachers. | Issues with school system firewalls were frequent and impaired the effectiveness of the program. Explore other video formats, including Eluminate, to determine if firewall issues can be resolved. |

| | | | |
|---|-------------------------------|--|--|
| Cherokee Cherokee Federal Clay Graham Haywood Macon Swain | 21st Century Professionals | AAM and CSBT/ SUTEP co-sponsored a workshop for teachers in years 2-4 - “Interacting with Primary Sources” The focus was on using technology to access primary sources. 22 teachers developed unit/ lesson plans and shared presentations online. | Grant funding for AAM has been discontinued. This program will not be repeated. Participants recommended additional opportunities for teachers in years 2-4. |
| Cherokee Federal Clay Haywood Jackson Macon Swain | 21st Century Professionals | Mentor Training Workshops (30 hours): One session of mentor training workshop was held in 2007. At the request of public school partners, “walk through” training was added. | <ul style="list-style-type: none"> • 31 Teachers were trained • 2 Public School Teacher Facilitators • 2 University Facilitators According to evaluations: <ul style="list-style-type: none"> • 100% Strongly Agree/Agree that they understand the principles of mentoring • Many participants identified “walk through” training as a strength of the training |
| Jackson Haywood Macon Swain | 21st Century Professionals | Mentor Refresher Workshop: One session of mentor training workshop was held in 2007. At the request of public school partners, “walk through” training was added. | <ul style="list-style-type: none"> • 10 Teachers participated • 2 Public School Facilitators • 2 University Facilitators According to evaluations: <ul style="list-style-type: none"> • 100% were satisfied that they understand the principles of mentoring • Interest was expressed for a follow-up session |
| Cherokee Clay Jackson Haywood Macon Mitchell Swain | 21st Century Professionals | E-mentor Training - E-mentor training was developed to provide strategies for public school teachers and university faculty to use when they are using communications technology for coaching and establishing learning communities for beginning teachers. Participants learn strategies for creating online conversations that stimulate reflection and foster collaboration among new teachers, mentors and university faculty members. | <ul style="list-style-type: none"> • 25 Public School E-mentors were trained • 9 A&S/CEAP E-mentors were trained According to evaluations: <ul style="list-style-type: none"> • 87% of E-mentors Strongly Agree/Agree that they understood their role • Felt confident in answering questions about subject matter. |
| Alleghany Asheville City Charlotte- Mecklenburg Cherokee Cherokee Federal Graham Haywood Jackson Lexington City Macon Madison Newton- Conover Thomasville City Yancey | 21st Century Professionals | NC TEACH II Transition to Teaching Grant: The expanded program, NC TEACH II, will work directly with U.S. Department of Education identified school districts and charter schools to recruit and prepare lateral entry teachers of high-need subject areas who are committed to remaining in a teaching position in a high-need school district or charter school for a minimum of three years. In return for this commitment the teacher will receive a \$1000 stipend and a \$2000 technology allowance. This grant will increase and retain the number of mathematics, science, and special education teachers in high-need schools and school systems. | <ul style="list-style-type: none"> • 27 First-year lateral entry teachers participated in the program Evaluation is in progress |

| | | | |
|---|--|--|--|
| Asheville City Cherokee Cherokee Federal Clay Graham Haywood Jackson Macon Mitchell Swain Yancey | 21st Century Professionals | WCU Center for the Support of Beginning Teachers and 11 school systems collaborated to submit a grant proposals to the Z. Smith Reynolds Foundation - Phase 2, Project START: The Millennials. Support for teachers in years 2-4 is the focus. | The grant was funded December 2008 for \$50,000 and activities begin fall 2009. |
| Asheville City Cherokee Jackson Macon Madison Yancey | 21st Century Professionals | WCU Center for Math/Science Education and Center for the Support of Beginning Teachers collaborated with 6 school systems to submit a grant proposal to NC QUEST Cycle VII: Mentoring for Meaning in Mathematics and Science. Mentoring for Meaning is designed to address four critical areas of need: 1) strengthening the content and pedagogical knowledge of novice mathematics and science teachers; 2) increasing the retention rate of novice mathematics and science teachers; 3) transforming the role of mentor teacher to that of instructional leader; and 4) fostering a culture of inquiry in middle and high school mathematics and science classrooms. | The grant was funded March 2009 for \$299,593. The project begins with a summer institute, July 2009. |
| Swain Haywood Jackson Macon Cherokee Graham Buncombe Cherokee Central | Globally Competitive Students | Center for Mathematics and Science Education, Pre-College Program. On-going academic enrichment and support provided through monthly Saturday Academies, Parents Involved in Excellence club (PIE), and Summer Scholars program. | • 201 students enrolled at present • 8 Saturday Academies conducted in 08- 09 • two week summer scholars program in 08 • Over 180 hours of direct service provided to each PCP participant |
| Asheville City Buncombe Henderson Polk Transylvania Haywood Madison Cherokee Cherokee Federal Graham Macon Swain Yancey Clay Jackson | 21st Century Professionals | Center for Mathematics and Science Education, Professional Development programs for teachers in the areas of science, technology, engineering, and mathematics (STEM). Programs focus on building subject area and pedagogical content knowledge related to the NC Standard Course of Study. | In 2008-09, a total of 194 teachers from the identified districts, as well as from several private or charter schools, enrolled in 14 programs conducted by the CMSE (avg. of about 17 teachers per program). The total number of contact hours was 3,198 (Number of participants X number of hours each participated). The longest program was 60 hours and the average number of hours per program was 14. An average of 6 school districts was represented in each program. |
| Asheville City Transylvania Buncombe Jackson Macon Swain Haywood WRESA | 21st Century Professionals; Globally competitive students; Leadership Guides Innovation 21st Century Professionals | Drop Out Prevention Think Tank | Strategies were developed to assist with drop out prevention and grant planning was initiated. |

| | | | |
|---|-------------------------------|---|---|
| Cherokee | 21st Century Professionals | Positive Behavior Support | Plans were developed and implemented at Cherokee Elementary School |
| Buncombe Cherokee Clay Cleveland Cherokee Federal Graham Haywood Henderson Jackson Macon McDowell Mitchell Rutherford Swain Transylvania Yancey | 21st Century Professionals | Provide college access and teacher recruitment programming with on site visits as well as a campus tour and conference for high school students through the “Teachers of Tomorrow Program”. | Outcomes include an increase in the knowledge about the teaching profession and an increase in the number of students considering teaching as a career. An increase in student participation is noted. 136 high school students attended the fall 2006 sessions, with 254 in attendance at the fall 2007 session. In fall 2008, 259 students participated. Of the 210 evaluation surveys returned in 2008, participants rated the conference 1-5 with 1 being not useful. Each session was rated individually. The opening session was rated very useful by 197 students. |
| Asheville City Buncombe Burke Cherokee Jackson Cherokee Federal Graham Haywood McDowell Mitchell Rutherford Swain Yancey | 21st Century Professionals | Provide college access and teacher recruitment programming with on site visits as well as a campus tour and conference for middle school students through “Teachers of Tomorrow Programming”. | Outcomes include an increase in the knowledge about the teaching profession and an increase in the number of students considering teaching as a career. An increase in student participation is noted. 45 middle school students attended sessions in 2007. An increase in student participation is noted in 2008, with 162 students in attendance. 212 students attended in 2009. 167 evaluations submitted. Students rated the program on a scale from 1-5. 101 participants rated the conference very useful-5. |
| Cherokee Graham | Globally competitive students | An Appalachian Regional Commission Grant provides programming and tutoring services one time each week for high school students. An on-site coordinator assists with instruction and college access activities. Campus visits and field trips provide interventions to enhance college attendance and reduce high school dropout rates. | 720+ high school students in two high schools have benefited from tutoring services, test preparation seminars, college access programming, cultural field trips and university campus visits. |
| Alleghany | Globally Competitive Students | An NC QUEST Science Inquiry Grant provides materials, hands on activities and teacher professional development for middle school students in three rural high need middle schools. | 377 middle schools students benefited from science materials and inquiry lessons; 20 teachers in Alleghany County benefited from 18 days of professional development and a virtual school resource site. |

| | | | |
|---|--|--|---|
| Buncombe Asheville City Jackson Cherokee Federal Burke Rutherford Clay Cherokee Macon McDowell Yancey Polk Swain Haywood Graham Carolina Day | Globally Competitive Students; Leadership Guides Innovation | Curriculum Dialogues- 3 sessions; 2 in English and 1 in Science for a total of 52 LEA participants and 49 community college and university participants. | Vertical alignment and curricular discussions were held with high school faculty, community college faculty and WCU faculty. Outcomes targeted college readiness, college access, university re-visioning and partnership development in the areas of 9-12, community college and university English and Science. |
| Jackson Cherokee Federal | 21st Century Professionals | Rural-Urban Exchange Students from NC A&T and Western Carolina University visited the schools and discussed diversity issues with students. | Each of the university students scored these visits a “4” on a Likert scale of 1-4, with 4 being the highest rating. There was no rating score below a “4”. |
| Cherokee Federal Jackson | Leadership Guides Innovation; Globally Competitive Students | College Access Mini-Conference for Seniors: WCU Campus Tour Kickoff. 25 high school students, 5 teachers and 15 WCU mentors participated. | Outcomes included the completion of the DPI Senior Project with assistance from the mentors; college access seminars with financial aid and admissions information. 27 evaluations were submitted. Results were 20 participants rating the session 4 or 5, with 5 being the most useful. |
| Asheville City Cherokee Federal Henderson Swain | 21st Century Professionals; Leadership Guides Innovation; Globally Competitive Students | “Reach to Teach” is a diversity recruitment initiative focusing on college access. | 77 students and 10 teachers participated in the conference. A total of 80 evaluations were submitted. On a scale of 1-5 with 5 being the most useful, there was a total of 70 4s and 5s. |
| Buncombe | Globally Competitive Students | “Camp College”- a drop out prevention and college access program | In July 2008, 17 students participated in the College Access Program. 15 of the students stated they would consider attending a post-secondary institution. A second “Camp College” is planned for July 23, 2009. |
| Asheville City Buncombe Cherokee Cherokee Federal Clay Graham Haywood Jackson Macon Madison McDowell Mitchell Polk Rutherford Swain Tyrell Yancey | Globally competitive students; 21st Century Professionals; Leadership Guides Innovation; 21st Century Systems; Healthy & Responsible Students | Western North Carolina Science Fair | In February 2009, 600 students, 150 teachers, & 400 parents participated in the WNC Science Fair. |
| Asheville City Buncombe | Globally competitive students; 21st Century Professionals; Leadership Guides Innovation | Annual High School Mathematics Contest | In April 2009, 609 students and 58 teachers participated in the High School Mathematics Contest. |

| | | | |
|---|---|--|--|
| Buncombe Haywood Jackson Lincoln Rowan- Salisbury Transylvania Union Wake | Globally competitive students; 21st Century Professionals; Leadership Guides Innovation; Healthy & Responsible Students | Tournament of Champions Marching Band Contest | In October 2008, 3500 students, 40 teachers and 6000 parents participated in the Tournament of Champions Marching Band Contest. |
| Asheville City Buncombe Cherokee Cherokee Federal Clay Graham Haywood Henderson Jackson Macon Madison McDowell Mitchell Polk Rutherford Swain Transylvania Yancey | Globally competitive students; 21st Century Professionals; Leadership Guides Innovation; 21st Century Systems; Healthy & Responsible Students | Chancellor's Task Force on Teacher Supply & Demand | In the fall of 2008, 13 administrators participated on the Chancellor's Task Force on Teacher Supply & Demand. |
| Asheville City Buncombe Burke Catawba Cherokee Federal Clay Cleveland Graham Haywood Henderson Jackson Macon Polk Swain Transylvania | 21st Century Professionals; Leadership Guides Innovation; 21st Century Systems | Cooperating Teacher Orientation | 115 teachers participated in three separate Cooperating Teacher Orientations. |
| Jackson Macon | 21st Century Professionals; Healthy & Responsible Students | SPARK Curriculum Training (k-2) | 17 teachers & 13 interns participated; each participant received a k-2 curriculum manual and continued to implement the SPARK activities in their PE programs. NCAAHPERD is collecting FitnessGram data. |
| Jackson | Healthy & Responsible Students | Inclusion Project: students with severe disabilities were included in a 2nd grade physical education class to work on physical activities with the assistance of a WCU teacher candidate | During the spring semester, 75 students, 1 teacher and 30 teacher candidates participated in the Inclusion Project. |
| Jackson | Healthy & Responsible Students | Physical fitness assessments | During the spring of 2009, teacher candidates implemented FitnessGram tests and compiled data for 300 students. |

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

Public school educators are integrally involved in the curriculum design and delivery of licensure programs and the outreach activities of the institution. P-12 educators serve on the university-wide policy-making Professional Education Council that approves all teacher education curriculum changes. Forty-two master teachers collaborated with university faculty to team-teach approximately 40 methods courses. National Board Certified teachers co-led seven workshops for teachers pursuing National Board Certification and served as master teachers (7) in Western's alternative licensure program. P-12 educators co-chair standing committees of the

School University Teacher Education Partnership (SUTEP) (108 schools in 18 systems) and comprise significant membership on all committees. P-12 educators are represented on the Chancellor's Roundtable, Chancellor's Council for Teacher Supply and Demand, and the Professional Education Council as well as other key committees. For example, a P-12 educator was on the Search Committee for the next dean of the College of Education and Allied Professions. Candidates for the position met with P-12 educators. Professional educators are actively involved in advisory and policy boards for several programs and centers. P-12 educators were also involved in the revisioning of all initial licensure programs. P-12 teachers were collaborators in 18 school improvement projects with teacher education faculty support. P-12 teachers also serve as evaluators of candidate Teacher Work Samples and Individual Growth Plans. Former teachers direct SUTEP, the Office of Field Experiences, the Center for the Support for Beginning Teachers, the Center for Mathematics and Science Education, the Teaching Fellows program, the Office of Alternative Licensure, and the Office for Teacher Education Recruitment and Retention. In turn, Western faculty are involved in a number of collaborative activities with public schools. Western faculty and P-12 educators in 11 school systems collaborated on and received a second grant from the Z. Smith Reynolds Foundation to support beginning teachers in those systems. Western hosted a Break-by-the-Lake for school counselors in the region for a fifth year. Other examples include regional conferences cooperatively planned and carried out with public schools on Public Service Involvement. Teacher education faculty in Arts and Sciences, Education and Fine and Performing Arts were significantly involved in collaborations including action research, teacher induction, and professional development activities with teachers. Faculty collaborated with the public schools to sponsor numerous regional activities such as fairs, contests, and competitions in several disciplines, special summer programs, and others including athletic camps and clinics throughout the year. There were a total of 55,813 students, 12,510 parents, 12,972 teachers and 1,783 administrators were served by WCU faculty and staff. The total services supporting each DPI goal are as follows: Goal 1: 933; Goal 2: 888; Goal 3: 320; Goal 4: 566; Goal 5: 604. There were 1,968 total services provided to 83,078 people by 151 faculty and staff. More than 14 different programs/centers at WCU engaged in collaborative activities with the public schools.

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

Support options for new teachers, mentors and principals are tailored to the region – developed by the Center for Support of Beginning Teachers (CSBT) in collaboration with Western's School-University Teacher Education Partnership and Beginning Teacher Coordinators. In August, the college sponsored a regional WCU Beginning Teacher Induction Symposium for 113 teachers in ten WNC school systems entering their first year of teaching. The two-day symposium fulfilled two of the three required professional development days required of all NC first year teachers. A Mid-Year Symposium was held January 2009 to better meet the needs of those hired after the beginning of the school year—22 teachers from 7 school systems attended. Western sponsored an online support program for 134 first-year teachers from 11 systems. Twenty e-mentors (career teachers) and university faculty members facilitated conversations designed to address topics such as classroom management, differentiation, and assessment. Additional virtual support was available this year, was designed to provide “as needed” support, and included “Ask a Mentor,” podcasts, and video journals. The College sponsored 30-hour mentoring workshops to provide 32 experienced teachers with the skills to support new teachers and a one-day mentor refresher course for 19 teachers. Faculty in Educational Leadership and Foundations provided professional development opportunities for assistant principals/principals to improve instructional leadership and focus on their role in new teacher development in five WNC school systems. During 2008-2009, Western expanded support activities for teachers in years 2-4. The Apple iChat project focused on 2nd year teachers in four systems. These teachers (all teaching 5th grade) used iChat to network with each other and receive support from a career 5th grade teacher in another county. Twenty-two teachers in their 2nd-4th year of teaching from 7 systems participated in an Adventures of the American Mind workshop. The goal of this activity was to learn strategies for using technology to access primary sources. Teachers developed unit/lesson plans and shared presentations online. Three grants have been awarded during the 2008-2009 year: Project START: The Millennials funded by the Z. Smith Reynolds Foundation focuses on support for 2nd/3rd year teachers in 11 WNC systems; Mentoring for Meaning in Mathematics and Science (Title II NC QUEST) is designed to increase the retention rate of novice mathematics and science teachers in 6 systems; NC TEACH II (DOE Transition to Teaching – year 3) targets math, science, and SPED lateral entry teachers in high-need systems. Online surveys for beginning teachers, mentors, and principals were used to evaluate the effect of induction programs on new teacher development and to inform future professional development activities. Activities and resources for new teachers, mentors, and administrators provided by the College are communicated through websites and flyers. For the NC TEACH/alternative entry program, Western faculty travel 55 miles to Asheville

to offer the coursework and provide courses online. Staff maintain on-site, phone, and web-based support to program participants throughout their first year and beyond.

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

In 2008-2009, Western established the Office of Alternative Licensure (OAL) to provide enhanced services to lateral entry teachers and to those with four-year college degrees seeking teaching licenses. The OAL director and assistant director work closely with program coordinators to facilitate recruitment and retention efforts. Enrollment increased 174% (233 to 420) during the 2008-2009 year. OAL developed a website so that prospective alternative entry teachers can easily enter information and receive licensure plans and special assistance. A tracking system was established that identifies students at each stage of the process. The expanded reporting capabilities provide program coordinators with information needed to make programmatic decisions. Coordinators receive reports detailing number of prospects in process and number of students accepted and enrolled in departmental licensure courses. During 2008-2009, despite our rural location, 1453 licensure-only plans were developed in over a dozen teaching areas. Over 100 students entered the MAT program designated specifically for lateral entry teachers. Faculty taught more than 250 classes in the evening, through distance learning technologies, on weekends, in the summer, and at our resident center in Asheville to accommodate lateral entry teachers. WCU has offered courses for the alternative licensure/NC TEACH program for the last six years on the Asheville campus. Western faculty traveled to Asheville and to Pisgah High School in Haywood County to teach the courses to over 150 students this year. For the past two years, Western has collaborated with the NC Model Teaching Education Consortium (NCMTEC). Western was selected as the sole pilot institution for NC TEACH Online and is now in the fifth year of the online program. Licensure courses were offered online providing coursework to lateral entry teachers in 96 NC school systems in 2008-2009. In addition, special efforts were made to serve the needs of lateral entry teachers for support in their teaching tasks. Western offers support to lateral entry teachers in their first years of teaching. Support options include online and face-to-face support. WNC principals, beginning teacher coordinators or lateral entry teachers can also request individual onsite support provided by a retired-teacher mentor or university faculty member, including weekly or monthly meetings depending upon the needs of the teacher. January 2009, Western received a Z. Smith Reynolds grant for \$50,000 to provide additional support for lateral entry teachers in their 2nd and 3rd year of teaching. Western is one of four universities participating in the NC statewide \$2.7 million Transition to Teaching program. The expanded program, NC TEACH II, works directly with U.S. Department of Education identified school districts and charter schools to recruit and prepare lateral entry teachers of high-need subject areas (mathematics, science and special education) who are committed to remaining in a teaching position in a high-need school district or charter school for a minimum of three years. Data from NC DPI indicates that retention of WCU lateral entry teachers is higher than retention of NC first-time teachers and NC lateral entry teachers for 2000-2008.

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

WCU is strongly committed to providing quality professional development for career educators and provided professional development support to over 12,000 teachers last year. Examples of these activities are presented below. Over 20 faculty from Arts and Sciences delivered more than 100 different service events to public schools. Music faculty provided approximately 30 ongoing consultations to public school teachers and their students. Math and science faculty worked with high school math teachers in almost every county in the region through the Math and Science Center Network. The Center for Math and Science Education provided several special courses and workshops for teachers. Both this center and the Office for Teacher Education Recruitment provided support for teachers in the field in obtaining grants for school projects. The College collaborated with the public schools again this year to offer a pre-candidate workshop for teachers interested in pursuing National Board Certification. Support for National Board Certification continued to include five Saturday support sessions. Two workshops were provided for advanced candidates. Over 70 master practitioners' co-taught over 40 methods courses with university faculty. The College sponsored 30-hour mentoring workshops to provide experienced teachers with the skills to support new teachers. The College assisted 96 mentors and 70 cooperating teachers through individual consultations and workshops. Western collaborated with 14 school systems to sponsor an Instructional Leadership Symposium in November 2008. The Instructional Leadership Summits bring coaches, mentors, lead teachers and administrators together for the purpose of forming networks of support, as well as presenting them with an array of tools and strategies for becoming effective instructional leaders. Western's Adventure of the American Mind (AAM) project, a joint venture between the College of

Education and Allied Professions and the History Department, supported 22 teachers in the rural westernmost counties of North Carolina. AAM offered school-based technology workshops that instructed teacher participants on the integration of local and national primary sources into the curriculum. Western collaborated with Asheville City Schools and Yancey County on a NC QUEST grant: Project 2020. The NC QUEST grant, Mentoring for Meaning in Mathematics and Science (M4M) was awarded March 2009. The purpose of this grant is to strengthen the inquiry-based teaching of mathematics and science mentors. M4M partners with Asheville City, Cherokee, Jackson, Macon, Madison and Yancey counties. WCU offers a large array of programs at the graduate level for experienced teachers, the majority of which are offered in Asheville, the region's population center 55 miles from the main campus. These programs are geared toward career teachers, and most of the courses at the graduate level are taught in the evening and on weekends (approximately 200 graduate courses were taught in the evening, during the weekend, or in the summer; over 90 were taught in Asheville). Many of our graduate courses are now taught online or in a hybrid format to better meet the needs of career teachers who are working full-time.

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

No schools in our region or service area were designated as low-performing schools in the past six years. Through SUTEP, Western seeks to identify schools with which to partner in a proactive effort to provide assistance to prevent the occurrence of low-performing schools in the region. As discussed in other sections of the report, Western Carolina University and the College of Education and Allied Professions actively engage in various efforts to assist schools in the region through consulting at no cost, collaborating on grant proposals, providing funds for school initiated efforts, joining in research efforts, and assisting with curriculum improvement projects. Furthermore, through efforts of the faculty, the institution provides direct and indirect assistance to schools as they help learners who are at risk or who are low-achievers. Western collaborated with Asheville City Schools and Yancey County on a NC QUEST grant: Project 2020. The focus was on literacy coaches who provided job-embedded professional development to secondary teachers across the content areas. WCU content area experts in literacy, social studies and the sciences consulted with coaches and teachers to assist with the development of teaching resources. Summer literacy institutes provided opportunities to share ideas and integrate insights from research. The NC QUEST grant, Mentoring for Meaning in Mathematics and Science (M4M), was awarded in March 2009. Western collaborated with Asheville City, Cherokee, Jackson, Macon, Madison and Yancey counties to develop this project. Mentoring for Meaning is designed to address four critical areas of need: 1) strengthening the content and pedagogical knowledge of novice mathematics and science teachers; 2) increasing the retention rate of novice mathematics and science teachers; 3) transforming the role of mentor teacher to that of instructional leader; and 4) fostering a culture of inquiry in middle and high school mathematics and science classrooms. One of the keys to improving instruction is to transform the isolation of classroom teaching into collaborative professional learning communities. To meet this need, a scholarship of application grant engaged university faculty and leaders of Cherokee and Macon counties to develop strategies for fostering the development of professional learning communities in their schools. The NC TEACH II grant recruits and prepares lateral-entry teachers with a focus on mathematics, science, and special education that make a commitment to remain employed in a high-need school district for at least three years. Qualified program participants receive stipends. These are examples of the efforts of the college to work with exemplary, high need, and lower-performing schools in the region to help their students to achieve at high levels.

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

Western Carolina University demonstrates commitment to supporting State Board of Education strategic priorities throughout its professional education programs and beyond. There were a total of 55,813 students, 12,510 parents, 12,972 teachers and 1,783 administrators served by WCU faculty and staff. The total services supporting each DPI goal are as follows: Goal 1: 933; Goal 2: 888; Goal 3: 320; Goal 4: 566; Goal 5: 604. There were 1,968 total services provided to 83,078 people by 151 faculty and staff. More than 14 different programs/centers at WCU engaged in collaborative activities with the public schools. Faculty and staff members documented activities or services in the past year designed to promote High Student Performance. These services included providing tutoring sessions, mentoring students for senior projects, providing special classes for music and art students, judging projects and portfolios, and providing onsite assistance to teachers of students with disabilities. A new program this year is the Pre-College Program for 6th grade students in mathematics for four school systems. For the seventh year, Western hosted the annual American Youth

Congress involved with significant local, state, and federal issues. Western awarded a scholarship of application grant to two faculty members who worked with Asheville City schools to determine reasons why the number of African American students in Academically and Intellectually Gifted programs in that system had not increased. A second scholarship of application grant engaged university faculty and leaders of Cherokee and Macon counties to develop strategies for fostering the development of professional learning communities in their schools. Western faculty and staff documented activities in support of Healthy Students in Safe, Orderly and Caring Schools. Western supported Quality Teachers, Administrators and Staff with services that included workshops and Saturday support groups for teachers pursuing National Board Certification, workshops for Initially Licensed Teachers, a Summer Institute for Principals, and consultation to administrators. Western also collaborated with 14 WNC school systems to sponsor an Instructional Leadership Symposium in November 2008. The Instructional Leadership Summit brings coaches, mentors, lead teachers and administrators together for the purpose of forming networks of support, as well as presenting them with an array of tools and strategies for becoming effective instructional leaders. The institution supported the goal of Strong, Family, Community and Business Support with specific activities and by providing consultants for accreditation visits for SACS, by providing grant opportunities to school improvement teams, and by assisting schools to develop and revise mission statements. Western faculty and staff documented services and activities to support the priority of Effective and Efficient Operations. Many of the school support grants awarded by SUTEP focused on parental involvement this past year. In these and other ways, the institution actively and strongly supports the priorities of the State Board of Education and the No Child Left Behind Act.

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

Special emphasis was put on revising the Master of School Administration and all undergraduate initial licensure programs. Extensive discussion and evaluation of curricula took place. P-12 partners were involved and had input in every step of the process. Common electronic evidences were developed, along with a new common 21st Century professional education core. All initial licensure programs revised their curricula in accordance with the current specialty area standards. A second emphasis was put on continuing efforts to support teacher productivity goals, particularly in the area of alternative routes to licensure. This year, the Office of Alternative Licensure facilitated the development of 1453 plans for 634 students interested in pursuing a teaching license through WCU. 420 applicants were accepted to the university (an increase of 174%) and 344 enrolled in courses. This is an increase from 511 in 2007-2008. Currently, a total of 936 students are enrolled in alternative licensure coursework. This year there were 95 alternative program completers (Undergraduate Licensure Only and MAT) and 94 were recommended for a license. Retention rates for the WCU alternative program completers are above teacher retention rates for all first time teachers and lateral entry teachers in the state. Western's teacher education programs are applying the retention strategies used with this program to other professional education completers as possible who work in the region including school executives.

Supplemental Information (Optional)

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

Western maintains a comprehensive program to improve Praxis scores of program completers including direct and indirect assistance to students and an awareness program for education and specialty area faculty. All programs in the College have a plan to assist students to successfully complete the Praxis tests. The College of Education and Allied Professions maintains a license for PLATO, a web-based preparation program allowing students at Western and regional community colleges with agreements with Western to access this online tutorial program to prepare for Praxis I. Although Praxis II scores for all completers required to submit scores for licensure to NCDPI are above 95%, Western provides individual assistance to teacher candidates through the Catamount Academic Tutoring (CAT) Center when necessary.

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

The College employs many strategies to recruit diverse individuals into teacher education by participating in all institution-wide recruiting, taking advantage of special opportunities, and initiating specific teacher education recruiting activities. Western Carolina University is engaged in the system-wide Teacher Education Enrollment Plan which focused efforts toward 27 actions across the university to increase the number of teacher education candidates. The plan can be viewed at <http://WANTtoTEACH.wcu.edu>. The College continued its partnership commitment with LEAs in western NC for a Grow Your Own Teacher program for persons who want to student teach in their “home” system. Western is one of only three institutions in the state with the NC Teacher Incentive Program (NCTIP) offering in-state tuition for competitive out-of-state students who agree to teach in North Carolina for every year of assistance at Western. A new initiative is a website form for those who are interested in an alternative entry program facilitating a rapid response to the prospective teacher with a developed program. Over 1450 such programs were developed this year. Another initiative includes ongoing participation in NC TEACH and NC TEACH II. The College participated in annual institution-wide recruiting efforts including Open Houses, career fairs, new student orientation and information fairs, and a variety of other opportunities. The dean of the College sent a personal letter of invitation to prospective students who expressed an interest in any licensure program, to minority candidates and to accepted applicants. Specific recruiting initiatives included the annual Teachers of Tomorrow Conference where over 240 high school students visited campus for seminars and campus tour. A separate annual “Reach to Teach” day was held to recruit middle grade and high school minority students into teaching. The College also houses the Office of Teacher Education Recruitment and an active Teaching Fellows program enrolling over 40 new fellows each fall who also assist with recruiting. The College also partnered with 17 Teacher Cadet/FTA programs. Western awarded university academic elective credit for successful completion of the Teacher Cadet High School Course. Programs in Birth-Kindergarten, Elementary Education and Special Education are currently on-going with community colleges in the region in 2+2 agreements. Participating community colleges range from Tri-County (75 mi. west) to Western Piedmont (90 mi. east). WCU courses are taught using distance learning technologies. The College employed three professional advisors to assist students in the distance learning programs. Additionally, the College continued to work with the teacher recruiter at the Western Regional Service Alliance (WRESA) to recruit teaching candidates. The College of Education and Allied Professions collaborated with the Office of Career Services to provide an information session for campus students in October 2008 and April 2009 entitled “Teaching Opportunities for Non-Teaching Majors”.

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

The College continued its intensified efforts to recruit minority individuals into teaching in the past year with an active exploration of new incentives for minority students, presence at conferences focusing on diversity, and special programs to recruit minorities. The standing College Diversity Committee was revitalized this past year to include a new strategic plan, new goals, and a new structure. The Director of Teaching Fellows implemented a plan to recruit more minority students into the Teaching Fellows program at WCU. The Teaching Fellows Director and the Dean of the College personally contacted outstanding minority students who qualify for the prestigious Teaching Fellows Scholarship. The Dean wrote a personal letter to each minority student who expresses interest in the WCU teacher education program. Western Carolina University is engaged in the system wide Teacher Education Enrollment Plan. WCU’s plan has specific actions focused on the recruitment of diverse teaching candidates. A phone-a-thon was conducted in spring 2009. Ninety-seven high school students initiated inquiries concerning opportunities for minority students attending WCU. This plan includes on-site recruitment of diverse high school students in Eastern NC high schools. Four high school visits were hosted in the 2008-09 school year. Recruitment marketing materials were provided to 79 students as follow-up to these visits. The College hosted 124 minority middle grade and high school students for “Reach to Teach,” which encourages students with a diverse background to consider teaching as a career. This activity was coordinated with minority students on campus, The Office of Teacher Education Recruitment, The WCU Cherokee Center, SUTEP, minority public school teachers, WCU Interns, and the Teaching Fellows. This year participants included 7th-12th grade African-American, American Indian, and Hispanic students from six school systems. WCU participates annually in a Rural-Urban Exchange with NC A&T State University exchanging six students and two faculty members in teacher education from each institution for a week of experiences in public schools and the community. The College has continued to offer programs to teachers in

Jamaica by traveling to that country to teach courses and hosting Jamaican teachers for a summer residency on campus. Some of these Jamaican teachers remain to enroll in graduate programs in education. The College of Education and Allied Professions Curriculum Specialist for Diversity, an African American female, has been very active in recruiting and retaining minority teacher education candidates. Representatives of the Graduate School visited Historically Black Undergraduate Colleges in the region to recruit minority students into teacher education programs. One grant in special education included provisions for special recruiting efforts for minority students. Brochures were mailed to institutions with significant minority populations to encourage enrollment in teacher education programs at WCU. For the seventh year, a delegation of over 15 faculty, public school teaching partners and students attended and presented at the state Closing the Achievement Gap Conference.

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

The college has no new initiatives to report from 2008-2009. However, Western Carolina University has just been awarded \$299,593 through the NC QUEST grant program for a project titled “Mentoring for Meaning in Math and Science.” The primary goal of the initiative is to build a strong network of teacher leadership for mathematics and science in grades six through 12. This new initiative will begin with the next academic year.

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 | 6 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 1 |
| | Black, Not Hispanic Origin | 5 | Black, Not Hispanic Origin | 5 |
| | Hispanic | 0 | Hispanic | 2 |
| | White, Not Hispanic Origin | 136 | White, Not Hispanic Origin | 426 |
| | Other | 5 | Other | 5 |
| | Total | 146 | Total | 445 |
| Licensure-Only | American Indian/Alaskan Native | 1 | 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 | 9 | White, Not Hispanic Origin | 11 |
| | Other | 0 | Other | 0 |
| | Total | 10 | Total | 11 |
| Part Time | | | | |
| | Male | | Female | |
| Undergraduate | American Indian/Alaskan Native | 1 | 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 | 1 |
| | White, Not Hispanic Origin | 12 | White, Not Hispanic Origin | 65 |
| | Other | 1 | Other | 0 |
| | Total | 14 | Total | 67 |

| | | | | |
|----------------|--------------------------------|-----------|--------------------------------|------------|
| Licensure-Only | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 2 | Asian/Pacific Islander | 2 |
| | Black, Not Hispanic Origin | 1 | Black, Not Hispanic Origin | 8 |
| | Hispanic | 1 | Hispanic | 2 |
| | White, Not Hispanic Origin | 54 | White, Not Hispanic Origin | 160 |
| | Other | 1 | Other | 12 |
| | Total | 59 | Total | 184 |

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) | 105 | 62 |
| Elementary (K-6) | 162 | 260 |
| Middle Grades (6-9) | 494 | 135 |
| Secondary (9-12) | 349 | 188 |
| Special Subject Areas (K-12) | 102 | 146 |
| Exceptional Children (K-12) | 200 | 143 |
| Vocational Education (7-12) | 0 | 0 |
| Special Service Personnel (K-12) | 0 | 1 |
| Other | 37 | 1 |
| Total | 1449 | 936 |
| Comment or Explanation | | |

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

| | Baccalaureate |
|------------------------|---------------|
| MEAN SAT Total | 1196 |
| MEAN SAT-Math | 565 |
| MEAN SAT-Verbal | 565 |
| MEAN ACT Composite | 26 |
| MEAN ACT-Math | 24 |
| MEAN ACT-English | * |
| MEAN PPST-R | 178 |
| MEAN PPST-W | 175 |
| MEAN PPST-M | 178 |
| MEAN CBT-R | * |
| MEAN CBT-W | * |
| MEAN CBT-M | * |
| MEAN GPA | 3.44 |
| 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) | 7 | 13 | 0 | 0 |
| Elementary (K-6) | 15 | 62 | 0 | 1 |
| Middle Grades (6-9) | 1 | 7 | 1 | 13 |
| Secondary (9-12) | 9 | 33 | 0 | 4 |
| Special Subject Areas (K-12) | 5 | 43 | 2 | 1 |
| Exceptional Children (K-12) | 3 | 8 | 8 | 9 |
| Vocational Education (7-12) | 0 | 0 | 0 | 0 |
| Special Service Personnel | 0 | 0 | 0 | 0 |
| Total | 40 | 166 | 11 | 28 |
| 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 |
| . | | N/A |
| Art | . | N/A |
| Birth thru Kindergarten | . | N/A |
| ESL | . | N/A |
| Elementary Education | 106 | 99 |
| English | . | N/A |
| MG-Lang Arts | . | N/A |
| MG-Math | . | N/A |
| MG-Science | . | N/A |
| MG-Social Studies | . | N/A |
| Math (9-12) | . | N/A |
| Music | . | N/A |
| Physical Ed | . | N/A |
| Reading (bachelor) | . | N/A |
| Science (9-12) | . | N/A |
| Social Studies (9-12) | . | N/A |
| Spanish | . | N/A |
| Spec Ed: Adapted Curriculum | 13 | 100 |

| | | |
|--|-----|-----|
| Spec Ed: General Curriculum | 29 | 100 |
| Institution Summary | 148 | 99 |
| * 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 | 69 | 46 | 56 | 14 | 5 | 1 |
| U Licensure Only | 7 | 0 | 0 | 0 | 0 | 0 |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 7 | 2 | 3 | 2 | 1 | 0 |
| U Licensure Only | 28 | 2 | 2 | 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 | 337 | 87 | 50 |
| 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 |
|-------------------------------|--------------------|
| Buncombe County Schools | 591 |
| Haywood County Schools | 368 |
| Henderson County Schools | 260 |
| Macon County Schools | 222 |
| Jackson County Schools | 210 |
| Cherokee County Schools | 181 |
| Charlotte-Mecklenburg Schools | 140 |
| Gaston County Schools | 128 |
| Swain Co Schools | 120 |
| Cleveland County Schools | 119 |

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 |
|--|--|---|
| 34 | 12 | 11 |