

IHE Bachelor Performance Report

Lenoir-Rhyne College

2009 - 2010

Overview of the Institution

A coeducational Lutheran private institution located in the pastoral setting of the Western Piedmont region of North Carolina, Lenoir-Rhyne College opened its doors in 1891. A faith-based institution built on a liberal arts tradition, the institution affiliated with the N.C. Synod of the Evangelical Lutheran Church in America. In August of 2008, the institution made a commitment to expand graduate offerings and increase its academic profile by moving to University status. Lenoir-Rhyne continues its tradition of educating with an emphasis on the liberal arts while working to continue implementation of its new university status. Currently, the college enrolls over 1500 students and offers more than 59 fields of study leading to a bachelor's degree and seven fields of study leading to a master's degree with three certificate or licensure programs also at the graduate level. A life-long learning option provides evening classes to serve working professionals, including those majoring in Birth-Kindergarten Education, Child and Family Intervention, English-As-A-Second-Language (ESL), Deaf and Hard of Hearing Education, and School Counseling. With emphases in professional leadership and vocation, the college is committed to rigorous academics, engaged learning, personal mentoring, and a faith-centered experience for all. Grounded in reputable, solid academic standards, the institution provides graduate and continuing education opportunities in marketable areas of study including the health sciences, business, and education. Graduate programs in business, counseling, occupational therapy, athletic training, and education provide individuals the invitation to enhance their leadership skills and expand their professional competence. Varied study opportunities and support services enrich the Lenoir-Rhyne graduate experience, with the institutional expectation that graduate students will apply their knowledge in meaningful and practical ways through leadership and service to the world. The institution provides options for internships, community service projects, and mentoring relationships for students to further engage their learning experience. Lenoir-Rhyne University promotes a living mission through administration, faculty and staff who commit themselves to the personal development and guidance of all students as whole persons.

Special Characteristics

Each of the programs for the preparation of professional education personnel at Lenoir-Rhyne University embodies the institutional mission of holistic development of "Mind, Body, and Spirit." This mission is also found in the conceptual framework of the unit, "the Reflective Practitioner." Each candidate who completes one of the fifteen initial, two add-on areas, or two advanced licensure areas in teacher preparation are expected to know their content, how to

practice appropriate to their licensure area, how to be successful with diverse populations, how to be leaders, how to be reflective about their practice to bring continuing improvement, and how to be both respectful and caring. School counselors who complete their program are expected to demonstrate a strong theoretical foundation, mastery of clinical skills, and possess the ability to practice as reflective counselors with diverse populations in the public schools. These competencies are demonstrated and assessed through performance-based projects required by candidates across the licensure programs, which are also heavily field-based. Varied clinical experiences begin early with teacher candidates working in school settings during their sophomore year. These field experiences continue into the junior year, wherein classes taught at appropriate field sites in partnership schools place the students into the school environment for their methods preparation. In the senior year, an internship places each candidate with a highly qualified cooperating teacher for a fifteen-week, part-time internship. Given the success of the part-time internship, the student continues with that same cooperating teacher into a full-time student teaching experience. Graduate candidates refine their advanced skills and knowledge through extensive internships in field-based settings appropriate to their program and in which they apply and refine their skills and expertise.

Program Areas and Levels Offered

Lenoir-Rhyne University offers bachelor's degree programs leading to initial licensure (Standard Professional I) in fourteen areas, initial licensure in two add-on areas, and options in two areas for graduate study. These areas include Birth-Kindergarten Education, Elementary Education, Middle Grades Education in four areas (Language arts, social studies, math and science); Secondary (9-12) licensure in Biology, English, Mathematics, Comprehensive Science, and Comprehensive Social Studies; and K-12 Special Area Licensure in Music, Physical Education, and Spanish. Add-on licensure programs (for those already holding an initial license) are available in English and a Second Language, and Deaf and HARD of Hearing Education. Advanced licensure degree programs are offered in Birth-Kindergarten Education and in School Counseling.

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	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
BurkeCnty, CaldwellCnty, CatawbaCnty, HickoryCity, IredellCnty, LincolnCnty, MecklenburgCnty, NewtonConoverCity, WataugaCnty, WilkesCnty	The objective was to reward the enhancement of curriculum and demonstration of excellence in mathematics	Hosting a competition on campus to assess the degree of mathematics knowledge to address the competition activities. Individual and home site certificates were awarded.	Jan -Feb 2010 with event on 3/25/2010. This is the second year of intense L-R support of a state-wide initiative ongoing since 1979.	163	Each student was awarded a certificate and the sites commended for their expertise.
BurkeCnty, CatawbaCnty, ClevelandCnty, HickoryCity; IredellCnty; LincolnCnty; MecklenburgCnty	The objective was to reward the enhancement of curriculum and demonstration of excellence in foreign language	Hosting a competition on campus to assess the degree of foreign language knowledge to address the competition activities. Individual and home site certificates were awarded.	Feb-Mar 2010 with event on 4/28/2010 (Ongoing event for well over two decades)	541	The quantifiable results of the competition resulted in the award of 44 trophies, 12 certificates and recognition of 19 honorable mention. Awards were made to schools and individuals.
BurkeCnty, CaswellCnty, ClevelandCnty, HickoryCity,	The objective was to recruit middle school students in the study of North Carolina stream		Summer 2009 (2009 is the second year of a three-year	19	Formal and informal assessment shows increases in attitude toward and knowledge

McDowellCnty, MontgomeryCnty, RockinghamCnty, SurryCnty, YanceyCnty	health to stimulate interest in aquatic biology		grant)		regarding stream health and the field of aquatic biology.
CaldwellCnty, CatawbaCnty	The objective is to support music education in K-12 schools by hosting events at L-R	This is ongoing for many years and is an event that brings some 5000 students to an event coordinated by L-R in terms of equipment, facilities and general hosting of the event.	spring 2010	Bandmaster evaluations involving 5000 students	We hosted both high school and middle level functions. Indications in informal assessments and communications show this to be quite successful. Among the time contributed by faculty and students, 257 volunteer hours are documented.
CaldwellCnty, CatawbaCnty, HickoryCity, NewtonConoverCity	Objective is to allow accelerated students to begin college early by taking bone fide courses transcribed by L-R University. The partnership implemented the High School Scholars Program: an Early College program	During the fall of 2009 and spring of 2010, this program enabled students from 9 high schools from the surrounding area attend and take transcribed courses from Lenoir-Rhyne University	fall 2009 and spring 2010 semesters	fall 2009, 30 students; spring 2010, 29 students	Courses completed were transcribed as officially completed university courses that can be used to begin a career here at L-R or as transfer courses if the student enrolls in an institution different from L-R
CatawbaCnty, HickoryCity, NewtonConCity	Objective is to enable students to take college courses that would count both for high school completion requirements and for	During the fall of 2009 and spring of 2010, this program enabled students from 3 high schools from the surrounding area to	fall 2009 and spring 2010 semesters	fall 2009, 16 students; spring 2010, 8 students	Courses completed were transcribed by the high school as meeting requirements as prescribed by the NC-DPI

	application in lower division college courses. The partnership implemented the High School Enrichment (Dual Enrollment) program	attend and take courses from Lenoir-Rhyne University to meet high school requirements.			
CatawbaCnty, Newton-ConoverCity, HickoryCity, AlexanderCnty	Objective is to field-base appropriate coursework in order to allow education candidates to participate in instructional support roles	During the academic year 2009-2010, at least seven EDU courses were field based at partnership schools. In five cases, the entire course was taught at the field site (and the others with a part-time presence at the school) with an expectation explicit in the course for participation in the programs housed in that school	fall 2009 and spring 2010 semesters. This is the second year of full-time field based course delivery	fall six courses with a total of 126 students offering a minimum of 15 hours service	Course evaluations of the full-time field-based identified these courses as among the strongest in the school of education and even the part-time courses identified the field component as being strong.
CaldwellCnty	The objective was to utilize college professors in lectures on a variety of topics: biomimicry	lectures using knowledge about biological engineering solutions to solve engineering needs.	fall 2009 and spring 2010 semesters	est 400 students	Anecdotal reports from teachers attested to the effectiveness of the presentations.
CatawbaCnty	The objective was to utilize college professors in lectures on a variety of topics: ecological concepts	lectures using knowledge about the interactions within the living and non-living components of the	2 days during the spring 2010 semesters	est 100 students	Anecdotal reports from teachers attested to the effectiveness of the presentations.

		ecosystem			
CaldwellCnty, HickoryCity, CatawbaCnty	The objective was to utilize college professors in lectures on a variety of topics: stormwater management concepts	lectures using knowledge stormwater including collection, handling and land management as a source of increasing need	3 days during the spring 2010 semester	est 75 students	Anecdotal reports from teachers attested to the effectiveness of the presentations.
CatawbaCnty, Hickory City, NetownConoverCity	The "Big Read" and the "Little Read" literature outreach to the community and its schools. The "Little Read" is a spin-off of the visiting writers series that began 20 years ago. The objective was to bring authors of note to the campus to share their experience with the community. The little read objective is to do similar activities with children's literature and is a 5-year old partnership between the visiting writers series and the School of Education.	The Big Read and Little Read brought author Julia Alvarez to Hickory for both the adult and 3rd grade student program this year. The Big read included a speech, films based on works by Alvarez, and workshops. Little read activities included book give-always to all targeted grade classrooms, web-based support for teaching the books, and on-campus activities.	A variety of activities occurred from March though April, 2010. The Little Read has been ongoing for five years.	1200 4th grade students received copies of the book and participated in activities this year.	Formal and informant assessments showed a positive impact resulting in children wanting to read the books of a very engaging author. 600 4th and 5th grade students participated this year. Reading scores of involved schools, however, show a moderate but non-significant positive difference.
CatawbaCnty,, HickoryCity, Newton- ConoverCity	The objective was to provide support in exchange for experience	In concert with appropriate classes, physical education	fall 2009 and spring 2010 semesters	estimate of impact is 40 classes @ 18	Requests from partner schools continue to be received which is

	with students in elementary and secondary schools	students assisted in the conduct of the regular and adapted physical education programs. A total of 88 student seats in 5 courses provided 407 hours of service		stu/class = 720 students	anecdotal evidence of the positive effect of candidates to the partnership programs
BurkeCnty, CaldwellCnty, CatawbaCnty, GastonCnty, HickoryCity, IredellCnty, Newton-ConoverCity, and International Students	The objective is to support appropriate learning activities of gifted students.	The support of gifted K-8 students occurs in a summer program on the L-R University Campus. It is called Kids in College and has a long history at L-R. During the summer of 2009, it served 150 students from 25 schools in 7 school systems, and 2 international students	Summer of 2009	152 K-6 public school / international students	The teachers who partner in instructional roles and the teachers of the gifted-talented students who attend all report that students utilize the skills and approaches again during the following academic year. Such informal feedback attests to program effectiveness.
AlexanderCnty, BuncombeCnty, CaldwellCnty, CatawbaCnty, GastonCnty, HickoryCity, MecklenburgCnty, NewtonConoverCity	The objective was to identify students who were at risk of academic failure	Utilizing a protocol that is part of the COU 515: Practice of school counseling and practicum (which is not a part of the full-time internship requirement), at risk students were identified at each school site	fall 2009 semester	20 students in 20 buildings in 8 districts	At risk students at each site were referred to their school counselor, and received services appropriate to their risk factors. Identification of numbers and students are protected information
HickoryCity	The objective is to increase city-university	Charlotte Williams has completed two years of	CY 2010	District-level position	Management of the system by the board has

	connections	a four-year term on the Hickory School Board			maintained fiscal stability, hiring a new superintendent and other staff, maintenance of facilities, materials, and policies.
AlexanderCnty, CatawbaCnty, HickoryCity	The objective was for tutoring services to be offered for students with early reading deficits	During the conduct of a course (Foundations of Literacy), every candidate documented that (at least) one hour each week was spent tutoring an identified elementary level child. In the conduct of a Course (Literacy across the Content Area), seocndary and middle grades studnets tutor at a secondary site that is an alternative (Gates Foundation) school.	fall 2009 and spring 2010 semesters	spring 2010, 18 K-6 students	A total of 18 candidates each provided 15 hours of tutoring service for a total of 270 Hours. Efforts of tutors were rolled into the overall difference in achievement of the students in their reading programs. Teachers report a positive impact.
CaldwellCnty, CatawbaCnty, MecklenburgCnty,	The objective is to support and enhance music education in K-12 schools at the school sites by working with bands, sections, and individuals	This is ongoing for many years - invitations to schools are far greater than the number of faculty available and is done on a rotating basis at this point. Additionally an in-service effort by a faculty member	Academic year 2009-2010	Clinics for nearly 500 students are documented	Given the increase in invitations and success indicated on communications, it is a successful program of outreach.

		indirectly impacted 50 music educators			
CaldwellCnty, CatawbaCnty	The objective is to support music education in K-12 schools by hosting events at L-R	This is ongoing for may years and is an event that brings some 5000 students to an event coordinated by L-R in terms of equipment, facilities and general hosting of the event.	spring 2010	Bandmaster evaluations involving 5000 students	We hosted both high school and middle level functions. Indications in informal assessments and communications show this to be quite successful. Among the time contributed by faculty and students, 257 volunteer hours are documented.

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

Lenoir-Rhyne University faculty, both within and outside of the professional education unit and are active in service to the schools of North Carolina. The activities stress service to the school of the Catawba Valley with many targeted activities provided to the Hickory (City) Public Schools, the Newton-Conover City Schools, Alexander County Schools, the Western North Carolina School for the Deaf and the Catawba County Schools. This year, the School of Education paid special attention to the development of a Professional Development School system featuring site-based courses with related service being provided to the host schools. Five faculty were involved at four different buildings; two elementary, one middle, and one high school. Another major effort is the “Little Read” program with faculty being involved throughout the year in planning this literacy program. It is an excellent example of a collaboration between the schools, Lenoir-Rhyne University, and private donors. Books are provided to all students ; activities are written by the education candidates, linked to the SCOS, and made available to teachers via a webpage; and the author makes presentations and visits to schools. The “Little Read” activities were used by a total of 24 school buildings (600 students) in Catawba Valley school systems. Still another major focus of activity was the “Kids in College” program. The Kids in College program served one-hundred sixty students from public school systems two private schools and two international students. Among other efforts is Tutoring, especially by our Teaching Fellows. Among the 51 Teaching Fellows, well over 1000 hours of service was extended. Additional activities include the extension of services to the science olympiad, and activities in the area of music education occurred in the schools of the Piedmont. Music faculty actively engaged in work with school-based personnel and directly with students from the schools. The summer of 2009 saw the second a three year Burroughs-Welcome grant effort, the North Carolina Stream Investigation Project (NC SIP) address students in the Cleveland, Graham, McDowell, Anson, Burke and Yancey County schools. L-R U faculty service extends also to organizations that offer services directly to the schools. Among those include a school board member, Board members in national-level non-profits including the National Science Teachers Association, the NC Music Educators Association, and the Association for Science Teacher Education. Other faculty are more focused on the Catawba Valley efforts such as the Catawba Council on Adolescents, and the B-K Consortium. Physical Education, music, science, art and other faculty have delivered workshops at school sites and worked with young faculty to develop toward national certification. Other significant service occurs through Centro Latino and the United Hmong Association who support the academic (and non-academic) needs of these special populations. The involvement of L-R U in providing service to the schools is significant.

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

Maintaining relationships with beginning teachers is a priority, with many faculty supporting program completers across the P-12 grade range via e-mail and on-site visits. Also, faculty in B-K provided beginning teachers materials to assist them in setting up their classrooms (natural materials, books, media, manipulatives, consumables). Beginning teachers were encouraged to continue their professional development through written recommendations for scholarships, graduate study, and other professional development opportunities (conferences, workshops, etc.). L-R’s NCTEACH program utilizes retired master teachers to coach and mentor new teachers. Each year, beginning

teachers who are recent alumni return to campus to participate in a panel discussion with student teachers about their first-year experience. Teacher and counseling candidates continue to have access to the campus lab and the library for one year after their program completion. Perhaps the most significant innovation was begun by faculty of the School of Education. They explored and implemented a new support structure for Lenoir-Rhyne graduates titled "LR Cares for U." This program brings graduates who are doing their first year of teaching back to campus to discuss challenges, and to arrange for extended support. This is a particularly exciting innovation where implementation will continue into its second year of operation. While these specific efforts were focused on beginning teachers, the activities listed under section B of this report also were provided to beginning teachers in the LEAs involved.

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

Lenoir-Rhyne prepares lateral entry personnel through both traditional post-baccalaureate "licensure-only" programs and accelerated alternative programs. Lenoir-Rhyne is the only private college that is an NCTEACH site. This is a rigorous alternative program for lateral entry teachers. Fifteen initial (15) teaching licensure areas are available through "licensure-only" and two add-on areas (ESL and DHH) are also available to non-traditional students. Middle grades and secondary English, Mathematics, Comprehensive Science, Social Studies, and K-12 Spanish are available through NCTEACH. There is flexibility in designing programs of study for lateral entry teachers through intense analysis of transcripts and the opportunity for the candidate to provide alternative means of competence. Two licensure programs (School Counseling, and B-K) are available during evening hours for graduate candidates, as are various undergraduate content area courses which rotate as part of an evening college program. In this rotation, course offerings are helpful for lateral entry teachers who may need to earn content area credits. Faculty from both the College of Education and Human Services and the College of Arts and Sciences serve the lateral entry population. During 2009-2010, university full- and part-time faculty specializing in middle and secondary content areas (including secondary programs in comprehensive science, English, and social studies; middle grades programs in language arts, and social studies; and in K-12 physical education and business education) worked on a directed study basis with lateral entry teachers who are not available to attend daytime classes. In Spanish and ASL, modern language and Deaf Education faculty offer content testing to allow lateral entry teachers to demonstrate competence in the foreign language as a part of licensure. Whenever possible, classes were scheduled to meet the needs of practicing teachers. The Director of Teacher Education and NCTEACH coordinator are in contact with school districts and the local RALC director to discuss needs, encourage enrollment and to facilitate plans of study, transcript reviews, and provide course descriptions and syllabi as needed to the RALC or districts. On a regular basis, L-R offers professional education courses during the summer for lateral entry teachers such as courses in teaching exceptional children, content area literacy, and others on demand. The on-site NCTEACH program has enrolled over one hundred (100) students in the program over the past 6 years. To motivate these entering teachers, L-R invites award winning teachers and superintendents to speak to the NCTEACHers. At area employment fairs, L-R promotes NCTEACH as a path to teaching for those qualified for lateral entry. In addition to all the activities already listed as collaborative or service (sections A and B), faculty also support lateral entry teachers by providing PRAXIS I and II study materials, PRAXIS I workshops and through individual meetings.

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

During 2009-10, L-R collaborated with community and school partners to provide a number of professional development opportunities for career teachers. In 2008-09, career teachers throughout the area participated in the fourth year of “The Little Read”, a community-wide literacy project for children, similar to the program “The Big Read” for adults. In this 4th year of the program, “The Little Read” provided several career teachers with the opportunity to serve on planning and curriculum committees, and to facilitate and participate in the use of books by well-known children’s literature author Julia Alvarez, who completed a week-long residency in April, visiting with thousands of area 4th graders, and providing a public reading and book signing. Teacher Candidates at L-R prepared curriculum materials in concert with a professor during a course, and the teachers in the Catawba Valley were invited to participate. The Little Read and its activities were used in 22 school buildings. Each career teacher or counselor who works with an L-R teacher candidate as a cooperating mentor during the candidate’s full time teaching practicum or counseling internship receives a small remuneration as well as one tuition-free course in exchange for their time. Also, L-R offers continuing education opportunities for career teachers through special programs such as participation in the L-R Concert band, service as an NCTEACH Master Teacher, or teaching in the Kids in College summer program for exemplary and/or AIG students from area schools in grades K-5. Career teachers are invited to serve on Teacher Education advisory committees and to participate in student teacher interviews. L-R also regularly employs retired career master teachers as adjunct faculty to teach both pre-service and in-service candidates. Feedback from career teachers is valued and those that serve as cooperating teachers often provide letters of recommendation to support student teaching award nominations. All school personnel have access to the university library, including the curriculum lab through interlibrary loan. A new development addresses changes in licensure regulations. University faculty from Physical Education, music, the sciences and history have supported our graduates (and other new teachers) with classroom presentations and workshop for teachers. In these ways, L-R has responded to the needs of its graduates who are practicing teachers, and to others in the region served by L-R.

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

During 2008-2009, L-R education students spent significant time in field placements working with “at-risk” students, including those with racial, socioeconomic, and language differences as well as those simply performing below grade level. Lenoir-Rhyne intentionally selects schools for field placements within the partner LEAs that have a higher percentage of racial, ethnic, or other diversity among students as well as a higher percentage of students receiving free and reduced lunches. The field assignments range in activity from assisting, tutoring, and interning to full-time student teaching. The one-on-one time that L-R candidates spend with the children, under the guidance of the classroom teacher, tutorial director, and/or college supervisor, increases opportunities for success for these P-12 students. For example, during the 2009-2010 academic year, prospective middle, secondary, and teachers of special K-12 subjects continued a history of service to high school students at the Newton Conover High School of Health Sciences as part of their preparation in content literacy, providing strategies to increase comprehension and enhance study skills. Field-based courses permitted elementary

education candidates to apply their methods lessons through a Quasi-PDS relationship with two schools. Through intentional, structured means such as these, L-R U assists low-performing schools and their students.

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

Lenoir-Rhyne University supports all of the State Board of Education priorities (and new 21st Century goals). During 2009-10, the priority effort was to field test the re-visioned programs of the unit. This was accomplished in several ways, and the challenges of full implementation of the "blueprints" were identified with steps taken to address the deficiencies. Also during 2009-2010, the rubrics were finalized for all evidences required in the fully approved blueprints of the unit. Those rubrics are now being input into the assessment system to permit easy access to the files by the DPI when inspection occurs. The connection with the schools and the community remained, as it has been in the past, a distinctive of Lenoir-Rhyne University and well known supportive efforts also continued. This includes the following: 1) "The Little Read", a community-wide reading project that brings award-winning children's authors into schools and provides free books and curriculum materials to teachers centered on this year's featured author, Julia Alvarez; 2) the "High Schools Scholar Academy" is a collaboration with the Catawba valley public school districts. The students took college courses for credit during their senior year of high school for a discounted fee of \$1000 and the cost of books. The fee allows students access to the classes, as well as to the college's library, technology labs, fitness areas, cultural and athletic events. This aligns with an emphasis on early college experiences; 3) NCSIP (North Carolina Stream Investigation Project) is a joint venture between the School of Education and the Reese Institute for the Conservation of Natural Resources. It is funded by a Burroughs-Wellcome grant to establish a summer residential program for 10th and 11th graders from economically depressed high schools across North Carolina. It provides an opportunity to study water quality and conduct on-site "real world" research both during the two-week summer experience and also with follow-up studies in their home areas. This permits an early exposure to college. An emphasis on international efforts has increased the attention to global perspectives. A new student exchange agreement has opened the opportunity of German students of one partner to study at Lenoir-Rhyne University, or visa-versa. The exchange has already resulted in the first international exchange students in education whose perspectives increased the attention to a global perspective. Additional instructional technology (interactive Smart boards, tabley and SRS systems) has been installed in the major methods classroom on the COEHS. This should assist in the development of 21st Century instructional techniques.

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 2009-10, special emphasis was placed on field testing of the fully accepted "blueprints" for improvement of the programs of the unit. This is most evident in the development of the development of evidence rubrics that assess the evidences of candidate performance as required by the NC-DPI. Additional emphasis was placed on the expansion of the quasi-Professional Development School system of the unit. It formally was linked to four schools in two different county school systems. This two-pronged effort represents the special emphases pursued by Lenoir-Rhyne University's professional education unit.

Supplemental Information (Optional)

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

Lenoir-Rhyne University faculty hosted a free PRAXIS I Saturday workshop on campus for prospective teachers. Materials for self-study as well as modeling and practice tests were provided. In addition, individual faculty tutored students needing more intensive support over time in mathematics, reading, and writing. On-line PRAXIS practice programs continue to be available free to candidates to participate in self-assessments and tutorials in preparation for PRAXIS I. The university hosts a Writing Center and a "math lab" in its new "Learning Commons" as well as the opportunity for students to request student tutors in various content areas. To better prepare teacher candidates for PRAXIS II, the University continues to offer a physical science course for K-6 licensure students that more closely aligns with the K-6 science curricula. Additionally, our student education organization, SNCAE, sponsors PRAXIS I workshops when demand is sufficient. ETS study guides, case studies and reflective writing in courses are used to support candidates' thinking through application of course content to real situations such as those found on PRAXIS II. One professor continued this academic year to offer a weekly study session (during the students' methods semester) to prepare them for the kind of questions that they would see in the PRAXIS II exam in Elementary Education. All methods instructors were attentive to presenting both information and sample questions of the type required in the PRAXIS II exams. Additionally, two elementary program faculty met with interested elementary candidates for days immediately previous to the Spring PRAXIS II administration to review question structure and present strategies for answer composition. The unit continues to make available Test-At-A-Glance (TAAG) booklets as well as PRAXIS workbooks that are available through the Internet, and ETS PRAXIS practice tests and additional workbooks are on permanent reserve in the library for use by teacher candidates. These PRAXIS supports are offered to all L-R teacher candidates, whether traditional undergraduates, graduates, licensure only, or lateral entry.

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

To encourage enrollment during 2009-2010 unit faculty participated in freshman previews and recruitment fairs, known as "Southern Fried Fridays" marketing the institution to rising high school seniors, a academic year function that markets the institution to high school juniors, and "JumpStart" that address first year student course and support needs. Graduate faculty also participated in Open Houses targeting prospective graduate students. Faculty were provided contacts by the Admissions office to personally call and email high school seniors who have shown an interest in the University and the Teacher Education or Counselor Education programs. The Teaching Fellows Director and groups of Teaching Fellows visited teacher cadet programs in high schools across the state and attended many of the campus-based activities, particularly those associated with recruitment of the new cadre of Teaching Fellows. They were heavily involved, for instance, in a Teaching Fellows Recruitment Day that was held in January to recruit scholarship finalists to the Lenoir-Rhyne University program. Throughout the year, prospective students visited classes, heard from active L-R students, and toured the campus. A local chapter of an international professional educational organization (Delta Kappa Gamma) continued to sponsor a scholarship that was awarded

to a prospective teacher. Additional scholarships were established for students majoring in Education during 2007-08 by the Catawba County Champions of Education, the Murdock family, and through a \$2.5 million dollar endowment from the Schort estate to the School of Mathematics and Computing Sciences, which will help support and attract math educators. These awards continued through the 2008-09 academic year. Once enrolled, School of Education faculty serve as advisors to students expressing an interest in teaching and volunteer to advise undeclared majors in efforts to plant seeds for the teaching profession. "Interest" meetings were held in the fall for both day and evening students interested in pursuing licensure. Undeclared students were recruited through their enrollment in introductory education classes, which frequently resulted in declarations of majors in education or licensure programs. To recruit career changers and adult learners into teaching, the NCTEACH program was advertised through the university webpage and through links on school district pages. The NCTEACH Coordinator attended job fairs, and hosted informational sessions, informing and facilitating the admission process for prospective participants into the NCTEACH Program. Two Education honor societies: one for educators (Kappa Delta Pi) and one for counselors (Chi Sigma Iota) continued to host a variety of workshops, interest sessions, and professional development activities for students and faculty. The L-R Student chapter of the North Carolina Association of Educators hosts meetings, provides employment information, and shares information through public bulletin boards in the main classroom building on campus.

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

Minority recruitment has been positively impacted at Lenoir-Rhyne University through actions in several key areas. One of significant influence is the intentional visible focus on diversity in the strategic plan. This is defined broadly to include gender and ethnic diversity, as well as those with physical differences. Applying to studnets and faculty, the recruiting schedule demonstrates the addition of schools where diversity is more evident, and the inclusion of faculty representing our diverse society. A second area involves the action of placing prospective teachers in schools for field experiences where there are populations of ethnically, linguistically, and socio-economic diverse children and families, and providing opportunities for professional development for teacher candidates with programs that have diverse themes. In 2008-09, a range of schools were selected for placements, and early field experiences included diverse settings. For example, teacher candidates observed exceptional students in residential and inclusive settings. They visited the NC School for the Deaf, Newton-Conover School of Health Sciences, among others. Candidates observed in low SES schools, as well as in affluent schools, and were required to tutor in school-based programs and in agency-based tutoring programs (Centro Latino), most of which focus on ESL/ELL or SES diverse students. The understanding that these diverse settings are encouraged at Lenoir-Rhyne is attractive in the recruitment of diverse teacher candidates. A third area reflects the continuation and establishment of programs that have a strong focus on viewing diversity as a strength and desirable in the professional education population. During the academic year 2008-09, L-R completed the activities of the second of a three year Burroughs Wellcome grant for an initiative called NCSIP (North Carolina Stream Investigation Project). It hosted twenty-four 10th and 11th grades students from economically depressed counties for a two-week summer science camp in each of its three years. During the camp, students learn to study water quality and continue research at their home site. An increase in the number of pre-

service and in-service teachers from diverse backgrounds first noted in 2007-08 continued with the continuing and new students representing diversity in their multi-lingual, Latino/a candidates, and Hmong candidates. The first cohort of North Carolina Teaching Fellows at L-R began during 2007-08 and 2009-2010 has recruited a class of incoming Teaching Fellows that is the largest in its history. One of the Teaching Fellows program goals is to recruit and retain male and minority teachers for schools in North Carolina. While a continuing challenge for Lenoir-Rhyne University, the institution is committed to increasing the diversity of its graduates in all programs that prepare professional educators and across the entire University.

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

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		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	17	White, Not Hispanic Origin	86
	Other		Other	
	Total	17	Total	86
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	0	Total	0
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	Total	0	Total	1
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	4
	Other		Other	
	Total	3	Total	6

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)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)	2	5
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	2	5
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1,196
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	26
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	177
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	*
MEAN GPA	3.43
Comment or Explanation	
* Less than five records with data.	

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)		1		
Elementary (K-6)	2	20		
Middle Grades (6-9)		3		
Secondary (9-12)		4		
Special Subject Areas (K-12)		1		
Exceptional Children (K-12)	1	1		
Vocational Education (7-12)				
Special Service Personnel				
Total	3	30	0	0
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2008 - 2009 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	24	96
Spec Ed: General Curriculum	1	*
Institution Summary	25	96
* 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	17	10	8	2		
U Licensure Only		1	1	2		1
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree				1		
U Licensure Only		1	2	1		
Comment or Explanation						

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

2008-2009		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	43	91	44
Bachelor	State	4,725	92	49

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

LEA	Number of Teachers
Catawba County Schools	263
Burke County Schools	123
Caldwell County Schools	111
Alexander County Schools	80
Hickory City Schools	71
Gaston County Schools	63
Iredell-Statesville Schools	63
Lincoln County Schools	59
Forsyth County Schools	44
Newton Conover City Schools	32

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 several factors affecting responses, survey results will not be reported at the institutional level 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
9	3	22