

IHE Bachelor Performance Report

Meredith College

2009 - 2010

Overview of the Institution

In educating women to excel, Meredith College “endeavors to create a supportive and diverse community” in which all students develop “the knowledge, skills, values and global awareness” to become leaders, pursue graduate degrees, and to be of service inside and outside of their community. Chartered in 1891 and opened in 1899 as Baptist Female University, Meredith College was founded to foster in all its activities and relationships the “ideals of personal integrity, intellectual freedom, and academic excellence...” The charter challenges the school community to “emphasize and develop its academic program in terms of scholastic standards and service” as it promotes a liberal arts curriculum that “values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.” Throughout her history, Meredith College has made important contributions to the education of all women and has developed highly qualified women who have pursued careers with distinction and have provided outstanding leadership and service to their communities. Meredith College, which is in close proximity to the Research Triangle Park, serves over 2200 students from 28 states and 15 foreign countries. Graduate programs in education, business, and nutrition serve both men and women. With several local universities and school systems in the area and connections with businesses and agencies in the Research Triangle Park, the College promotes partnerships that work for the betterment of the community. The College strives to create and support a diverse community where students learn from the past, prepare for the future, and grow in their understanding of self, others, and the world community. With over 90% of its faculty with the highest degrees in their fields, Meredith College professors devote themselves to teaching and promoting service in the world. The Department of Education at Meredith College is a part of the School of Education, Health and Human Sciences. Dr. Mary Kay Delaney is head of the Department of Education, and Dr. Marie Chamblee is Dean of the School of Education, Health, and Human Sciences.

Special Characteristics

Teacher preparation at Meredith College embraces the College’s mission – to educate women for excellence and prepare them for service in the wider community. One of the salient features of Meredith College is that teacher education is a professional program, not an academic major; thus, students, faculty, and administration share a campus-wide commitment to teacher preparation. The program is viewed throughout the College and the community as valuing the importance of content knowledge and stressing academic rigor. From the freshman year through graduation, students are advised by full time faculty, where they are assisted in making informed

decisions about their major and their licensure program. The professional studies configuration at Meredith College allows every advisor to be an advisor of a potential teacher, and promotes continuous communication with the DOE campus-wide. Students pursuing elementary licensure can major in any one of the 40 majors offered and complement that major with a professional studies component in the elementary licensure area. Students interested in pursuing middle, secondary, or a K-12 teaching license, major in the academic area that is related to their teaching field and complement that major with the professional studies component. In addition, students pursuing middle grades licensure choose to have a content major and a concentration in another area or pursue licensure in one area. Also, Meredith College is one of five private college campuses in North Carolina selected to participate in the North Carolina Teaching Fellows Program. All Teaching Fellows at Meredith College complete honors work, including an honors thesis, study abroad in the country of their choice, and participate in Focus on Excellence, which includes study trips to New York, Annapolis, Washington, D.C. and Atlanta; support of North Carolina's symphony, ballet, theatre, and its museums. Students in education are encouraged to participate in volunteer services, especially service learning, take leadership roles in organizations on campus and in schools, and complete action research both as an undergraduate and graduate.

Program Areas and Levels Offered

Meredith College provides twenty initial licensure programs at the undergraduate level in the following areas: birth through kindergarten (BK); elementary education (K-6); middle grades (6-9) in English/language arts, social studies, science, and mathematics; secondary education (9-12) in English, mathematics, comprehensive science, and social studies; career and technical education in family and consumer sciences; and, special subject areas K-12 (art, dance, French, Spanish, music, physical education, theatre, and ESL). The Master of Arts (MAT) program offers two initial licensure programs at the master's level: elementary education (K-6) and special education (K-12). The graduate Master of Education (MEd) program offers advanced degrees in five areas: elementary education, English as a Second Language (ESL), reading, special education, and academically and intellectually gifted (AIG).

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
<p>Wake County Public Schools Partners: Brooks, Cary, Conn, Durant Road, Forest Pines, Jeffreys Grove, Northwoods, Partnership, Penny Road, Powell, Salem, Washington, West Lake elementaries; New Partners 2009-10: Banks Road, North Ridge, Smith, Wiley elementaries</p>	<p>Quality Teachers, Administrators, and Staff and Innovation Guided by Leadership Retention of highly qualified teachers; support for student learning, professional development.</p>	<p>ILT/Mentor Support Network Fourth Year of BT Conference Activities: Fall 2009 – BT Coordinators from partner schools met to plan the activities for BTs for the 2009-10 year. Using survey results from participants in spring 2009, areas of concern included assessment, meeting the needs of AIG students, strategies for instruction (DAP), and classroom management. Specialists workshop included working with diverse needs. BT Conference was sponsored in spring</p>	<p>9/2009 – 4/2010 Will begin again in fall 2010</p>	<p>55 BTs and their mentors</p>	<p>Evaluations of sessions indicate that BTs will continue to need support; indicated that the sessions provided much needed information as they work with more diverse classrooms. Of the 55 BTs that attended the conference, over 85% will return to their classrooms in the fall, if the budget is approved.</p>

		2009 with 6 sessions from which participants could choose to attend. In addition, DOE faculty provided individual assistance to BTs in their classroom on a voluntary basis.			
Wake County Public Schools: Barwell Elementary, in partnership with the Department of Sociology at Meredith College	High Student Performance Production of Globally Competitive Students Develop English language skills of elementary ESL students, i.e., Spanish speaking population	Barwell Elementary, Raleigh, has been identified as low-performing. In response to their request, DOE and the Department of Sociology have committed 100 students to tutor ESL and other identified students in reading and mathematics.	9/2009-4/2010	75 students at Barwell 100 students from Meredith College	Fourth year of program inception; first year of total commitment to Barwell Elementary. Administrators/teachers indicate the following: Meredith students have a significant impact on ESL and struggling students at Barwell. "We want the program to continue." "Can we get more?" Discussing with administrators/teachers how Department of Sociology and Department of Education can provide more support of Barwell faculty as they work with struggling students.
Triangle area middle schools: STEM (Science, Technology, Engineering, and Mathematics) for Girls	Increase mathematics and science competencies in early adolescent girls, nurture middle school girls' enthusiasm for		June 15-19, June 22-26, 2009 (2 camps)	41 early adolescent girls (25 on full scholarship; others, partial scholarship)	Funded through the Student Science Enrichment Program (SSEP) at Burroughs Wellcome Fund (BWF). Student recruitment and attendance from middle schools in the Triangle

	<p>science and math; and improve the link between public schools and Meredith College.</p>				<p>area. Pre-post-assessments were completed by students. Evaluation report to Burroughs Wellcome for Year 2 indicates: 42% of students' remarks when asked what they liked least about the program stated that they thought every component was a good as it could get. This represents an increase from Year 1 when only 18 percent of the comments failed to identify a least favorite . include: "Nothing there wasn't anything to not like about it." "I don't know. I enjoyed myself the entire time." "I didn't have a least favorite." "Nothing, I loved it! I guess it would be cool if there were boys." -82% of participants indicated that their interest in learning science increased as a result of participating in the STEM for Girls camps, while none indicated less interest. -68% of participants indicated that the camps encouraged them to think about taking more science in the future. -90% of participants would recommend the camp to others -89% of participants told their family or friends about</p>
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					things they did in the program - 68% agreed they were more excited about science as a result of participating in the program.
North Carolina Ready Schools: TEAM II - Partners for Mathematics Learning (PML); Meredith College Science & Mathematics Institutes (MMSI)	Quality Teachers, Administrators, and Staff Production of Globally Competitive Students	<p>“Partners,” a professional development model, is a statewide MSP project involving a cadre of educators who have become "community of leaders" in the instruction of mathematics K-8. Teachers, in 50 school systems in NC, benefit from multiple days of professional development created and delivered through the project. In 2009-2010, the materials developed in the project were presented to over 22,000 teachers. On-line support for these leaders with continuing education guided opportunities is provided. Objectives of the project include</p>	Summer Institutes: June 17-23,2009 & July 26–31, 2009 (PML); July 27-30, 2009 (MMSI)	100 teachers & administrators who served as consultants, presenters for PML; 180 teachers for MMSI	Ongoing assessment. Outcomes include: -Creating quality materials that emphasize “big ideas” in the K-8 Mathematics Standard Course of Study for professional development in school districts; -Training LEA Leadership Teams who provide professional development to their teachers; -Supporting the LEA Leadership Teams through on-line modules and additional professional development opportunities; -Establishing sustainable partnerships through networks that evolve during the professional development.

		that (LEAs) in NC are able to introduce the revised Mathematics Curriculum Standards for K-5 in a consistent, focused manner as they work in the newly adopted mathematics textbooks.			
Area school systems: National Board for Professional Teaching Standards (NBPTS) workshops	Quality Teachers, Administrators, and Staff: Retention of quality teachers in North Carolina classrooms by encouraging teachers to complete National Board certification, and contracting with National Board certified teachers to conduct the workshops	Monthly meetings of teachers with National Board certified teachers to develop portfolio for certification	10/2009 – 3/2010	32 participants; 84%-Wake County teachers; 9%-Granville County teachers; 6%-Vance County teachers	2008-09 National Board Teacher Workshop: 27 participants; 15 attended all workshop sessions (100% pass rate); 12 missed one or more sessions (need to repeat one or more areas)

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

Teacher education and non-education faculty members are committed to working in K-12 schools in the Triangle area, not only to serve our program graduates, but also to serve public school students. During the 2009-10 school year, many of the methods faculty reviewed blueprints for revised programs in NC. Meredith College with assistance from the DOE hosted the forum, "A Sound, Basic Education: A Forum on the Wake County School Assignment Policy"; a workshop for IHE teacher education personnel on Blue Diamond assessment in North Carolina; "Technoquest" for middle school students in fall 2009; the 2010 North Carolina State Science Fair; and "Stage It," a theatre workshop for area middle/secondary students. Faculty serve on many local and statewide committees that support public education including: the Wake Education Partnership, Wake County School Health Advisory Council; LEP Advisory Committee; North Carolina Outdoor Learning Environments Alliance that advises the Office of School Readiness; North Carolina Ready Schools Collaborative Council, specifically the Ready Schools Toolkit Writing Team for the /Effective Curricula, Instruction, and Child Assessment. In addition, faculty serve as officers for the Eastern region of NCTM, as state judges for the North Carolina Math Fair and the North Carolina State Science Fair; and, currently Marge Terhaar-Yonkers is the president-elect for the North Carolina Council for Exceptional Children. Betty Davidson, comprehensive science program coordinator and methods instructor, co-authored the concept paper for Durham public schools that resulted in a 1.2 million dollar grant from the NEA Foundation. Numerous faculty work in schools with teachers and/or individual students as tutors or mentors. Jim Waddellow, music department educator, conducted orchestra clinics in schools throughout North Carolina, Oklahoma, and Texas, and Fran Page, was guest conductor and clinician at the Virginia Music Educators Conference. Education faculty worked with Wake County Literacy Department to provide workshops for Wake County teachers at Meredith College; English department faculty worked with Hunter Elementary School (WCPSS) to reorganize and catalogue the English/language arts materials, and sponsored an afterschool Academic Enrichment Series aimed at middle schoolers on study skills, notetaking, and grammar. During the summer, the English department sponsored a young writer's camp for middle school girls, and faculty in mathematics and science sponsor three summer camps focusing on technology and science for middle school girls. Programs, housed under the Meredith Center for Women in Science and Mathematics, include math mentoring in conjunction with the Women of Mathematics Network (WAM) with NCCU; and, Sonia Kovalevsky Day for middle school girls interested in math and science. Faculty and students support public schools in the arts by providing technical assistance, costumes, scenery and lighting equipment for middle/secondary schools in our area; and, co-sponsoring and hosting with the YWCA the 2010 Creative Tribute to Diversity. Teachers and administrators, current and retired, from area public schools continue to teach reading, art, dance, social studies, science methods, ESL, and foundations courses on campus for the DOE and in other licensure programs across campus.

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

Susan Roberts Edwards continues to lead the DOE as its faculty work with our partner elementary schools, the BT coordinators, and beginning teachers, on providing quality professional development. As reported in our public school involvement section, beginning teachers identified three areas of professional development need: meeting the needs of AIG students, classroom management, and strategies for instruction (DAP). In fall 2009, the BT coordinators met and developed seminar sessions in these three areas. The seminar was held in spring 2010 with over 50 participants from surrounding schools. In addition, three BTs asked for and received individual assistance in their classroom from Meredith education faculty. We continue to look for ways to expand the BT network support program to program graduates in BK, middle and secondary positions.

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

The RALC coordinator is our direct link to non-degree and lateral entry teachers. The program coordinator for non-degree and lateral entry teachers, Erin Barrow, and the Director of Teacher Education, Dr. Toni Parker, communicate with the RALC coordinator to update program requirements and course offerings. We also keep the RALC coordinator updated concerning any special offerings for lateral entry teachers. The DOE hosted the Triangle Alliance meeting in spring 2010, a forum for all Triangle IHEs and LEAs, to discuss services for lateral entry teachers at all IHEs in the Triangle area. As a member of this group, the RALC Coordinator is able to share concerns and needs with all area human resource personnel and teacher education representatives. Lateral entry teachers are able to take individual courses or work in a program, if they request licensure through Meredith. Lateral entry teachers entering Meredith College and the DOE are advised by a content area program coordinator, who plans a program that considers experiences, needs, and teaching schedule. The DOE also works with school systems that hire lateral entry students who are still in our program. For example, in fall 2009, a physical education licensure student who had completed all but student teaching, was hired by a neighboring county school system as a lateral entry teacher. We worked with the school system to co-supervise with her mentor and principal. Because Meredith is a small community, we find it easy to accommodate alternative licensure teachers' schedules by adjusting course times and designing special studies courses for teachers needing hours to continue teaching. As surrounding school systems employ more alternative licensure teachers, the DOE is finding better ways to communicate our course schedules to those responsible for lateral entry teachers in those counties.

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

Finding a way for career teachers to take a leadership role in working with beginning and lateral entry teachers is one of the missions of the DOE at Meredith College. The BT/Mentor Support Network allows career teachers to serve in two ways: BT coordinators of the area public schools develop the seminar sessions for the BT Network Conference, and the sessions are conducted by career teachers. Several faculty are working with career teachers in the schools. The DOE is very proud to have sponsored the 3rd annual graduate education conference, allowing graduate students in the M.Ed. program, most career teachers, to present their action research to undergraduates, MAT

graduate students, faculty, and invited guests. During the 2009-10 school year, the DOE hosted the tenth annual support workshop for teachers seeking National Board certification. Career teachers enroll in the support workshops to gain National Board certification are guided through the process by current national board certified teachers contracted by the DOE to lead the workshops. Meredith Math and Science Institutes are conducted during the summer by career teachers, and career teachers from around the state of NC, including the future North Carolina Teacher of the Year, lead the Meredith summer program for middle school students from the Taipei Fu Hsing Private School.

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

The DOE in conjunction with the Department of Sociology is working with Barwell Elementary School in Wake County to place tutors in reading and mathematics with identified students. The DOE will continue this relationship in the 2010-11 school year and work within the framework of the school's improvement plan to make an impact on its status. In addition, the DOE supports MeredithReads, a college wide service project, by encouraging individual faculty in the DOE and students to register and participate for the year

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

The SBE priority to develop “globally competitive students” is supported by the DOE at Meredith College through its long term planning and commitment. The DOE addresses the preparation of “globally competitive students” not only by working with students, but also by working with schools and teachers to provide quality instruction. The faculty at Meredith College work hard to encourage girls to excel in mathematics, science, and computer science by continuously recruiting them into summer workshops. The summer programs allow them to develop more of a knowledge-base and strengthen their development as scientists and mathematicians. As the state of North Carolina moves to a retention model for beginning and career teachers, the DOE works to support administrators and BT coordinators as they work with their staff. We provide much needed professional development and resources to beginning teachers, and teachers who struggle. Career teachers have much to share with beginning teachers and allowing them the opportunity to provide professional development on “best practices” recognizes their strengths and puts them in leadership positions, so wanted by experienced teachers. In addition, to support the SBE priority of “leadership for innovation,” teachers involved in Meredith Mathematics & Science Institutes are conducting workshops for their colleagues in math and science. The DOE and Meredith College fully support the SBE priority of “producing globally competitive students” who are “healthy and responsible.” In conjunction with the total college community, the DOE faculty and staff support the MeredithReads program. MeredithReads is designed to help students in oral language, which includes vocabulary development, expressive language, and listening comprehension. Faculty, staff, students, and alumnae use story-sharing strategies to work with students who have low academic and social skills levels to assist them in developing skills to be competitive in a global environment.

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 the 2009-10 school year, the DOE at Meredith placed special emphasis on seeking approval of its revised programs through the normal College channels. All program changes were approved in spring 2010. All changes for undergraduate and licensure only students will be in place for 2011-12 program completers. Rubrics for evidence were designed during the school year for submission in the summer. Rubrics for the teacher worksample will be piloted with student work in fall 2010 and spring 2011 before implementation in fall 2011. Also, the DOE focused on revisioning its Master of Education program. Based on input from program completers and current students, the revised program blueprints will be complete during the summer 2010 for submission in July.

Supplemental Information (Optional)

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

Working with The Learning Center at Meredith College, the DOE continues to provide support for our students as they prepare for PRAXIS I. Students who want practice on various components of PRAXIS tests seek out the staff and students of The Learning Center. The Center, manned by student volunteers, provides assistance in communication skills and mathematics, six days a week. As a liberal arts college that values development of literacy across all content areas, direct student support is part of the general curriculum. Approximately sixty Writing Intensive Courses across campus provide continued practice and application of literacy skills within the disciplines. The DOE has a designated PRAXIS Information Center where students can obtain information about every test, find the corresponding guides for preparation, and faculty and staff are available for questions and/or advising. As a result of these and other efforts, a majority of the students pass PRAXIS I for admission to the program, and PRAXIS II for licensure.

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

The recruitment of students into the teaching profession requires a total college and community commitment, and is coordinated through the Admissions Department, DOE, the Teaching Fellows Program, and school systems within our service area. However, because teacher education at Meredith College is a professional program, not a major, all faculty, staff, and alumnae have to continuously recruit potential teachers. The DOE, led by Dr. Julie Schrock, has become more active with the Teacher Cadet program at Broughton High School, in hopes of recruiting more young people into teaching. And, we have been in conversations with other high schools in the area seeking another partner. Throughout the school year, DOE faculty conducted classroom sessions with the students, and also attended three of the four Teacher Cadet Conferences with the students in the spring. The members of the DOE and all faculty and staff are vigilant about

providing information about our program to school systems in the area. Increasing the number of students in the licensure-only program and MAT program at Meredith calls for all faculty to be involved with applicants who express interest in earning a teaching license. We continue to send information to incoming freshmen, travel to high schools to talk with students about teaching, provide information on teaching as a profession to all matriculating students, and with the inception of the MAT program, advertise on radio and through the newspaper, and host information sessions. In addition, we make special presentations to public school staff in hopes of recruiting teacher assistants into the program. Admissions counselors and staff distribute brochures about education and the Teaching Fellows program to potential applicants who visit campus throughout the year, and members of the DOE meet with parents and students to explain education at Meredith College. The faculty of the DOE and the College discuss on a regular basis, “How we can better serve the community?” “What areas in teacher preparation are needed?” “What programs can we offer?” “What times can courses be offered to best serve interested teacher candidates?” To work on the goal of recruiting students into science, the DOE plans to contact former participants of the summer science camps about future opportunities at Meredith. The College continues to host Teaching Fellows Recruitment Day, and the DOE sponsors workshops for parents and students. We work through program graduates, who are teaching in high schools throughout the state, to encourage them to refer students to Meredith and the DOE, and the financial aid staff works with DOE faculty aid to provide assistance for our most needy students.

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

During the 2009-10 school year, the commitment that Meredith College has to recruiting more minorities into the college and into the DOE has produced results. Latino and Muslim students interested in Meredith and teacher education have increased significantly. All faculty, staff, and students at Meredith College have made a concerted and consistent effort to recruit minority students to Meredith College, and the DOE and the Teaching Fellows office have conveyed to the college community the importance of minorities in the public school classroom. The Director of Teaching Fellows and a DOE faculty member serve on the President’s Diversity Council as it plans awareness seminars for both students and faculty. An increased focus on schools with high minority populations and minority students, contacting those students who specifically inquire about Meredith, and contacts within the public schools have worked to increase the minority enrollment at Meredith College, and minority interest in teaching. Specific departments, such as mathematics, science, English, and the Teaching Fellows Program, have outreach programs for middle and high school students, and we distribute information to those students. Increased work with middle school girls has raised our visibility within that population. The College has identified funds that can be used for LSES students, and the faculty of the DOE support its endowed scholarship for minority students who are committed to teaching. In addition, the four scholarships that the DOE offers serve as a recruitment tool for underrepresented groups in teacher education. The general education requirements at Meredith support the commitment of the College to diversity by “intentionally and systematically addressing the challenges and great promise of . . . diversity.” Meredith’s general education program focuses on human diversity at local, national, and global levels, by developing a student population that values, understands, and is committed to diversity. The DOE continues to see this

commitment as a recruiting tool, encouraging diverse students to attend Meredith College, and consider teacher preparation.

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

During the 2008-09 school year, the DOE focused on three new areas: the MAT program in elementary and special education, the new AIG add-on and master's program, and the re-imagining of the teacher education program. The MAT program began in the fall 2008 with a full cadre of students both in elementary and special education. The first class of MAT students interns during the fall 2009 and will be completing the program in December 2009. The AIG add-on and master's option have caught the interest of many teachers in Wake County and surrounding areas. Again, the offerings of the classes during the evenings, both during the school year and the summer, make the program attractive for teachers in traditional and year-round schools. The DOE has spent the 2008-09 school year time researching, designing, and re-imagining its teacher education program at the undergraduate and graduate level. The re-imagined programs at the undergraduate level, if approved by NCDPI, the Teacher Education Committee, and Academic Council at Meredith College, will be in place for fall 2010.

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	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic		Hispanic	1
	White, Not Hispanic Origin		White, Not Hispanic Origin	109
	Other		Other	4
	Total	0	Total	118
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	
	Other		Other	
	Total	0	Total	0
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	1
	White, Not Hispanic Origin		White, Not Hispanic Origin	9
	Other		Other	
	Total	0	Total	10

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

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

	Baccalaureate
MEAN SAT Total	1,177
MEAN SAT-Math	*
MEAN SAT-Verbal	568
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	178
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.3
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)		4		2
Elementary (K-6)		21		3
Middle Grades (6-9)		5		
Secondary (9-12)		6		
Special Subject Areas (K-12)		22		3
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	0	58	0	8
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	32	100
Institution Summary	32	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	10	14	18	11	4	1
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	5	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	67	99	67
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
Wake County Schools	564
Johnston County Schools	115
Forsyth County Schools	51
Harnett County Schools	43
Franklin County Schools	35
Guilford County Schools	34
Durham Public Schools	33
Charlotte-Mecklenburg Schools	33
Granville County Schools	29
Nash-Rocky Mount Schools	29

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