

# IHE Bachelor Performance Report

## NC Wesleyan College

2009 - 2010

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### Overview of the Institution

North Carolina Wesleyan College is a small, private liberal arts college located on a 200-acre campus just north of the city of Rocky Mount. The College was founded in 1956. It enrolls approximately 750 full-time students at the Rocky Mount campus and serves roughly 900 part-time adult students with evening programs in Rocky Mount, Goldsboro, and the Triangle. The College offers undergraduate programs organized into 22 majors. The liberal arts are the foundation of the curriculum, and each major helps students prepare for rewarding personal lives, good citizenship, and productive careers. It emphasizes small classes and individual attention. While Wesleyan is affiliated with The United Methodist Church, it is open to all persons regardless of their religious beliefs. Wesleyan's statement of purpose notes that "The College has a special commitment to the Rocky Mount area and to eastern North Carolina. Through individual faculty, staff, and alumni activity, and through its educational and cultural programs, the College promotes the development of the region." The provision of an undergraduate teacher education program and collaborative work with area schools support the mission. The College offers majors in elementary education, special education and middle grades education, a minor in secondary education for its degree-seeking students and licensure-only programs for post-baccalaureate and lateral entry candidates. The teacher education program is accredited by NCATE and it is a member of the NC Association of Colleges of Teacher Education.

### Special Characteristics

Wesleyan's small size and diverse demographics provide a unique opportunity for students and faculty to work closely together. Approximately 50% of the student body is African-American, and many students are first generation college attendees. The goal of the teacher education program is to develop teachers who are reflective decision-makers who work well with diverse K-12 learners. The education program begins with courses in the sophomore year. Throughout the program the students complete case studies, develop portfolios, respond to teacher narratives and work closely with K-12 educators to promote reflective practice and effective decision making. Field experiences begin in the first two education classes and continue throughout the program to provide students with opportunities to be in diverse school settings. In addition, students complete a full semester of student teaching and are strongly supported by frequent visits from the college supervisor. Typically, the student spends the semester prior to student teaching as an intern with the person who will serve as the cooperating teacher. Elementary education student teachers are placed in both a lower and upper elementary grade level. Middle

grades education students are placed with both of their self-selected concentrations. Historically, program graduates have satisfactorily completed the state's initial licensure program. The College is a founding member of the Model Teacher Education Consortium, a group committed to increasing the quality and number of teachers in eastern North Carolina by making teacher education programs affordable and accessible. The College has transfer agreements with area community colleges to facilitate a smooth transition to the teacher education program at Wesleyan. The department provides advising sheets showing courses at the community colleges that transfer to Wesleyan. On state and college-conducted surveys, employing principals consistently have expressed strong satisfaction with Wesleyan's teacher education graduates. Surveys of graduates indicate satisfaction with their preparation and indicate that they enter the classroom with current knowledge of methods and issues in K-12 education.

### **Program Areas and Levels Offered**

Undergraduate licensure and licensure-only areas: Elementary Education, Special Education: General Curriculum, Middle Grades Education with concentrations in mathematics, language arts, science, and social studies, and secondary (9-12th grade) programs in English, mathematics, history, social studies, and Biology. The program produces approximately 10 teachers each year.

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

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

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Start and End Dates</b>	<b>Number of Participants</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Pope Elementary School, Nash Rocky Mount School System	Priority: To provide academic support for underperforming students in a low SES population school. Rationale: Students in the school continue to struggle academically and need more individualized assistance; past tutoring and mentoring indicate positive results.	Academic tutoring	August 2009-December 2009; January 2010-May 2010	51 elementary students, 22 college students, 2 faculty members	Elementary students increased their skills in Reading and Language Arts, as shown on pre- and post-tests; elementary students received one-on-one attention and mentoring aligned with their individual academic and social needs
Nash Rocky Mount School System	Priority: To teach Science and the idea of Science Education for New Civic Engagement and Responsibility (SENCER). Rationale: Science continues to be a subject that teachers continue to ask for support and new innovations in teaching.	Provided a Workshop for K-12 teachers	November 14, 2009	5 K-12 teachers, and 2 college faculty	K-12 teachers received instruction and hands-on experience with the SENCER Science Program; participants produced a case study to use in their classrooms
All public schools	Priority: To provide		Spring 2010	Over 90 students	Students gained

in Eastern North Carolina	academic competition in mathematics. Rationale: Regional educators continue to acknowledge the importance in providing enrichment and academic challenge to those who excel in mathematics; encourages student interest and participation.			from Eastern North Carolina	knowledge and experience of academic competition
North Carolina Coastal Region public and private schools, grades 3-12	Priority: To provide academic competition in problem solving skills. Rationale: Regional educators acknowledge the importance of academic enrichment and encouraging student achievement and interest in problem solving.	NCWC was the host site for the Coastal Region Odyssey of the Mind competition; one faculty member served as a spontaneous judge	Spring 2010	514 student team members	Students gained knowledge and experience of long term and spontaneous problem solving
Northern Nash High School, Nash Rocky Mount School System	Priority: To provide support with the high school capstone project. Rationale: High school faculty and staff require the capstone project and seek community support and involvement in judging the projects.	NCWC provided a faculty member to judge high school students' capstone projects	May 6, 2010	30 high school students	Faculty member judged and gave feedback to high school students regarding their communication, content/coherence, reflection and response skills
Northern Nash High School, Nash	Priority: To provide active support and experience in	One faculty member played the	April 23-24, 2010; plus five	28 high school students; 3 high	Students had adequate support and were

Rocky Mount School System	the theater arts department. Rationale: The high school relies on community talent to support and offer annual theater productions.	string bass in the band to support singers and dancers in a musical theater production	rehearsals during the preceding weeks	school teachers; 1 NCWC faculty member	successful in their production of the play
Red Oak Middle School, Nash Rocky Mount School System	Priority: To provide support and expertise in the area of Science Education. Rationale: The county school system encourages its schools to offer academic enrichment and project-based learning. The school seeks expert judges from the college level to assist in the science fair.	Provided judges for the annual Middle School Science Fair	March 2010	80 middle school students; 3 NCWC college students; 1 NCWC faculty member	Middle School students had quality judgment of their science fair projects; the faculty member and 3 college students provided hands-on demonstrations of the physics of sound during the Science Fair
Tarboro, NC Public School System	Priority: To support the local school system, by welcoming and providing resources for all K-12 teachers. Rationale: The school system seeks individuals interested and qualified to offer support through a coalition. Faculty and staff benefit from the added support and resources provided.	NCWC faculty member is a continuing member of the Tarboro Area Schools Coalition; activities for the year included a welcome social for new teachers and a teacher appreciation celebration	August 2009-June 2010	Over 200 K-12 teachers	Tarboro Public School teachers received ongoing support and direction from the coalition, of which the NCWC professor is a member
Rocky Mount Preparatory School (public	Priority: To share insights on the differences between high school and college	Organized meeting at the school for all high school seniors	October 22, 2009	45 high school senior students; 2 NCWC college	Students were provided valuable information regarding college life and

charter school, Rocky Mount, NC)	courses; to share insights on challenges of college life that often create issues for new students; to answer questions regarding every aspect of college life. Rationale: The school and college have formed a partnership in order to encourage and assist in college matriculation.			administrators	the required academics to be successful in college
River Dell Elementary School, Clayton, NC	Priority: To help students develop science skills and knowledge through literature and technology. Rationale: The school system places emphasis on Science in the earlier grades, in order to build student knowledge and skills. Early Science instruction and project-based learning encourages student interest and success.	Hands-on demonstration and learning activity	February 19, 2010	36 1st grade students; 5 NCWC college students; 1 NCWC faculty member	Students developed their science skills through the use of literature and technology; students learned about vacuum forming
Four Nash Rocky Mount Public Schools (Pope Elementary, Cedar Grove Elementary, Winstead Avenue Elementary,	Priority: To introduce and enhance skill development of the sport of soccer at the youth level. Rationale: The schools benefit from having mentors for their underprivileged students	Ongoing instruction and administration of games and related skill acquisition	October 5-7, 2009; October 14, 2009; October 22-23, 2009; February 1-3, 2010; February 10-11,	Over 580 elementary students; 24 NCWC student athletes; 1 NCWC soccer coach	Students increased their soccer knowledge and skills

Coopers Elementary)	who need individual attention and encouragement. Many of the students in the schools do not have the opportunity to learn or play organized sports. Soccer provides a safe, fun and supportive learning environment.		2010		
Nash Rocky Mount School System	Priority: To promote parent advocacy among special needs parents; to explore and showcase creativity of exceptional children via student posters. Rationale: Parents of special needs children do not have adequate support and resources to attend to the needs and rights of their children.	First annual Parent Forum	April 21, 2010	16 forum participants; 20 posters from exceptional children	Examined problems of parents with special needs children that affected relationships with school and community-based services; provided effective practices and strategies on how to navigate the system; explored matters of advocacy
Rocky Mount Preparatory School (public charter school, Rocky Mount, NC)	Priority: To support the academic and social needs of foreign exchange students. Rationale: The school seeks and depends on support and experience from the community and local college in educating all of its students.	One NCWC faculty member hosted a foreign exchange student from Denmark	October 2009-May 2010	One foreign exchange student; one NCWC faculty member	Foreign exchange student was successful in the academic and social high school life
Coopers	Priority: To support	Helped produce the	Yearbook	Yearbook: one	Academic enrichment

<p>Elementary School, Nash Rocky Mount School System</p>	<p>academic and curriculum enrichment programs and activities. Rationale: The school depends on support from community members and parents in providing academic programs and activities. The school actively recruits individuals with talents that can benefit the success of its students and overall school.</p>	<p>school yearbook; assisted with an all-day academic field trip</p>	<p>assistance and production: September 2009-May 2010; field trip: April 24, 2010</p>	<p>NCWC staff member, over 80 elementary school faculty and staff, over 400 elementary students; field trip: 130 elementary students, 5 teachers, 40 parents, one NCWC staff member</p>	<p>through the production of a school yearbook and a historical field trip</p>
<p>Rocky Mount Preparatory School (public charter school, Rocky Mount, NC)</p>	<p>Priority: To provide academic instruction and support in the area of developmental reading and comprehension. Rationale: First grade students in the school benefit from quality language arts instruction and individualized assistance; past tutoring and mentoring indicate positive results.</p>	<p>Small group tutoring in reading and language arts skills</p>	<p>February 2010-April 2010</p>	<p>65 first grade students; 13 NCWC college students, one NCWC faculty member</p>	<p>Elementary students received weekly instruction and support in the reading and language arts curriculum</p>

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

Faculty and staff in the education department and across campus provide direct and ongoing service to area schools, teachers and students. Wesleyan Education and Psychology faculty and students provided weekly instruction, tutoring and mentoring for both the fall and spring semesters at two public elementary schools. This year Wesleyan hosted both the State Finals Mathematics Competition and the Coastal region Odyssey of the Mind Competition. One Mathematics professor also served as a spontaneous judge for the Odyssey of the Mind Competition. One Science professor provided a Science Education for New Civic Engagement and Responsibility (SENCER) workshop for public K-12 teachers. Another Science professor and three college students were judges for a local middle school science fair. One Education professor and five college students provided hands-on demonstrations and learning activities with a local first grade classroom. The activities helped students develop science skills through literature and technology. The Wesleyan College soccer coach continued this year to support area local elementary schools with high populations of low-socio-economic status, and children who may not have other opportunities to explore and benefit from athletics. Additionally, NCWC student athletes from both the Football and Men's Basketball Teams mentored students in two elementary schools and one middle school. A Wesleyan staff member provided support to a local elementary school in need of support and assistance with academic enrichment. The staff member was able to spend the entire school year helping create and publish the school yearbook for over 400 students, and also assisted on an all-day historical field trip for over 130 students. One Wesleyan staff member hosted a foreign exchange high school student from Denmark. She was able to support the student in academic and social functions for the academic school year. One faculty member was able to continue annual support to a local high school theater arts department by playing the string bass in the school musical. A science professor judged high school senior capstone projects, providing feedback to students regarding their communication, content/coherence, reflection and response skills. Two Wesleyan administrators organized a meeting for high school seniors at the neighboring public charter school, providing valuable information regarding college life and the required academics to be successful in college. The Education Faculty Coordinator for Special Programs hosted a first annual parent forum for all public school parents to promote parent advocacy among parents of special needs children. Finally, an English professor is a continuing member of a local school system coalition which supports all K-12 teachers by providing resources and celebration activities. In addition to the above specific service, the Wesleyan College library provides free access to area school students, parents, and educators who also have public library cards. Theater and art faculty worked with the Dunn Center staff to host area school groups for tours of the art galleries and for theater productions. The Dunn Center served as a site for numerous field trips for area schools to see plays and other events during the school day.

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

The program involves its students in a variety of activities to facilitate the transition from college student to teacher. Students prepare resumes and are encouraged to attend job fairs and to register with the State's job service. Mock interviews are conducted by area school personnel. Faculty members post job announcements, write letters of reference for students, and contact graduates when requests for teachers are received from local

schools. Graduates are encouraged to continue to use the College's library and the Curriculum Materials Center, and they have borrowed materials. They continue to have free library privileges. Those employed in area schools are visited or called by a faculty member who offers help and support. At least once a year recent graduates come to campus to share feedback and participate in a seminar. For example, they were invited to hear the NC Teacher of the Year in March. Each fall a graduate survey is sent by the Education Program to first year teachers to assess their level of preparedness. Professors respond by offering these beginning teachers assistance whenever it is requested. The Director of Field Placement works closely with the Nash Rocky Mount School System to make sure that beginning teachers' needs in the system are met.

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

Wesleyan has served lateral entry teachers since the State began the program. The College provides programs of study and offers courses in the evening and summer at its various locations to meet the needs of lateral entry teachers. Education faculty respond quickly to calls from schools or prospective lateral entry teachers to provide programs of study and answer questions about the process. Through the Model Teacher Education Consortium lateral entry teachers may take courses at reduced tuition. The College does not charge an admission fee, a savings of over \$25 to the teacher and the Consortium per enrollee. During the past year Wesleyan offered seats in over 28 courses either on campus, or at the College's adult degree sites in Rocky Mount and the Triangle to lateral entry and other school personnel. Over 100 persons were enrolled. The number of plans of study has declined since the Regional Alternative Licensure Center is so active and is located in the county. NC State provides a lateral entry program that is housed at the Gateway Center on Wesleyan's campus. In addition, several lateral entry teachers are part of the Teach Up program in Wake County.

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

Faculty typically provide workshops for area teachers to provide renewal credit. However, this past year we were not afforded such opportunity. The public school system had a professional development plan that included mostly in-house and online development for targeted teachers. We will attempt again next year to offer workshops to assist our public school teachers. We were, however, active in the private sector offering workshops to teachers in the areas of Science and Technology. Early in June, one Education professor offered a half-day workshop during the Nash Rocky Mount School System's Summer Institute for professional Development. Over 40 local public school teachers attended the presentation. One Education faculty member mentored a recent graduate pursuing a Master's degree. The Art professor provides ongoing support to area art teachers. For example, he provided classes to Nash Rocky Mount School System teachers at the BelAir Artisan Center. In January, he hosted a district-wide art exhibition in the Mims Gallery, with over 45 local teachers and staff participating.

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

Wesleyan's work with the NC Model Teacher Education Consortium is a service to many low-performing schools and districts since many of the schools have teachers who are out-of-field or who are lateral entry teachers. Providing courses for them helps the schools. Many of the tutoring activities performed by faculty, staff, coaches and students were with students needing extra help. One faculty member in psychology and her students tutored at Pope Elementary School each week in the fall and an education professor and class tutored in the spring. One faculty member participated in the Closing the Gap Conference.

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

Goal 1—NC public schools will produce globally competitive students. The support provided to low performing schools--tutoring, grant activities, workshops, work with lateral entry teachers and beginning teachers--are all examples of activities to promote student learning. These are described in other sections. Goal 2—NC public schools will be led by 21st Century professionals. The conceptual framework for the program is on reflection and decision making. Reflective practice involves assessment, and current research shows a connection between reflective practice and student learning. Candidates utilize technology throughout the programs at Wesleyan. Goal 3—NC public school students will be healthy and responsible. Many of the skills developed by and dispositions instilled in the teachers who complete their programs at Wesleyan focus on behaviors that promote a caring, inclusive classroom. Activities such as the soccer lessons provided to four local schools by a Wesleyan coach support this goal. Goal 4—Leadership will guide innovation in NC public schools. The partnerships Wesleyan has with area schools and the good relationship we have with the local community college help address this priority. We've shared facilities and resources in order to provide courses and projects to support teachers and to impact student success. We're also working with faith-based schools and other private schools in our area to meet the needs of their faculty. One example is providing workshops for teachers at the local Catholic school. Another example of collaboration is the Gateway Technology Center, a collaborative partnership among Wesleyan, East Carolina, and NC State to provide enhanced educational opportunities in engineering, graduate education, and other fields for persons in the region. The Center is a state-of-the-art technology center located on Wesleyan's campus. NC State provides a NC Teach project for lateral entry teachers at the Center. Goal 5—NC public schools will be governed and supported by 21st Century systems. The Model Teacher Education Consortium, our volunteer activities in local schools, and other activities described elsewhere are examples of ways Wesleyan and its partners focus resources and efforts to improve student achievement.

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

One special focus has been participation with Wake County Schools in its Teach Up grant program. This program provides classes for teacher assistants and lateral entry teachers. Wesleyan has charged a reduced tuition to help with the grant project. In addition, the Triangle adult degree site and Rocky Mount evening program worked to provide evening education courses to recruit teachers from adult degree-changers or other

individuals. A major focus this year has been the continuation of “re-visioning” our teacher education program to better prepare 21st Century teachers as part of changes in state requirements.

## **Supplemental Information (Optional)**

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

The Education Department at Wesleyan sponsors various Praxis I and II support opportunities for students. Preparation materials are made available to candidates in the library and electronically via a link on a testing site included on the library homepage. The site is used in EDU 205 to introduce students to the Praxis I exams. Workshops and review materials are provided by faculty. In addition, workshops on Praxis I and II are presented to students as they prepare to take these state required exams. Praxis Workshops are provided during both the fall and spring semesters, and are conducted by the North Carolina Association of Educators (NCAE). Candidates and teachers who are part of the Consortium are encouraged to take the workshops provided by the Consortium. The Elementary and Special Education professors include class assignments in their courses that are standards driven and that reflect strategies required to passing Praxis II. The college offers other skill building opportunities that include free tutoring services. Praxis information is posted on the Education Department website and is included in all student handbooks. Copies of study guides of the Praxis I and II exams are available in the Education Department.

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

On campus recruitment activities included calling prospective students who indicate interest in teaching, responding quickly to inquiries received by phone or e-mail, and meeting with students at open houses and parent day events. Leaflets about teacher education are distributed at open houses/recruitment events to encourage current secondary and college students to consider teaching as a career. Students who show only slight interest in teaching are allowed and encouraged to enroll in classes such as EDU 205 Introduction to Teaching, EDU 210 Books for Children, and SPE 300 Exceptional Children. Prospective majors are encouraged to join SNCAE and to participate in its projects. A bulletin board displays information about careers in teaching. Education professors meet periodically with admissions counselors and the first year advisors to keep them updated about the education program. Information about scholarships is shared with students. Off campus recruitment is centered in efforts to enroll teacher assistants and other school staff in our courses. Some teacher assistants enroll in Wesleyan’s Consortium courses and other evening courses. To be more financially accessible, Wesleyan has allowed teacher assistants to enroll in Consortium courses and others at reduced tuition rates, a savings of about \$200 per course. At advising sessions students are encouraged to take courses both on campus and at community colleges to encourage them to pursue teaching and to make access more local and affordable. Offering courses in the evening has also allowed those who change careers and licensure-only persons to begin taking the professional education courses. Since we work with lateral entry

teachers, other interested persons with degrees call for information. We provide programs of study and information. Plan sheets are provided to assist community college transfers in making the transition from there to NCWC. Wesleyan has offered courses in Goldsboro at our adult degree site to encourage persons to consider teaching as a career or career change. Wesleyan currently offers courses in the Rocky Mount Adult Degree Program to meet the demands of individuals interested in a teaching career. Faculty in education and staff members have contacted area districts about providing courses to encourage individuals to pursue licensure. The Triangle site is involved with Wake County's Teach Up project and two cohorts of candidates are pursuing courses at the Triangle site; faculty from the main campus have taught in the program. In addition, the adult degree coordinators from the Rocky Mount and Goldsboro sites have been working to recruit individuals to enroll in evening education courses. The Adult Degree Program Director and education faculty planned several days to specifically recruit persons interested in education from area community colleges.

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

Our recruitment effort focuses on teacher assistants and the many African-American adults who are employed in education and who have the potential to become teachers and a commitment to our region. Professors have met with assistants and also a number of lateral entry individuals to provide special advising sessions and to explore financial aid options. In addition, our involvement with the Consortium has enabled us to encourage persons of diverse backgrounds (Latino, Native American, Asian, and others) to become teachers. Professors and staff collaborate with persons at area community colleges to assist students in making the transition to Wesleyan. Wesleyan has been successful in recruiting a diverse student population, but even some students with high grade point averages have had trouble passing the Praxis I exams. The writing center's director and other faculty have provided workshops for education students. Faculty have worked collaboratively with school districts to provide student teaching opportunities in modified formats to enable school employees to maintain benefits and yet fulfill degree requirements.

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

This past year, Wesleyan expanded the evening offerings to recruit persons to teaching. This initiative builds on the evening offerings that have served the Consortium candidates and lateral entry teachers by providing a specific sequence of courses with most being in an eight-week accelerated format. Additionally, this past year the department completed the "revisioning" of all teacher licensure areas with the North Carolina Wesleyan College Teacher Education Program. The program proposals and rubrics were sent to the Department of Public Instruction in June, seeking approval for the restructured programs. A future endeavor will be to consider a Master's Degree Program in Education.

## 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	2	Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin	3	White, Not Hispanic Origin
	Other		Other
	<b>Total</b>	<b>5</b>	<b>Total</b>
			<b>21</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>
			<b>0</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>
			<b>3</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>
			<b>0</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

**Refers to individuals employed by public schools on lateral entry or provisional licenses.**

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)	2	
Middle Grades (6-9)	4	1
Secondary (9-12)	3	
Special Subject Areas (k-12)		
Exceptional Children (K-12)	4	2
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>13</b>	<b>3</b>
<b>Comment or Explanation</b>		
Programs of study were prepared for any lateral entry teacher or prospect who requested a review for areas Wesleyan offers. Thirteen formal plans were prepared along with several informal plans and information shared via the phone. While many individuals given the formal plans did not enroll, the College did offer courses in which numerous lateral entry teachers enrolled. Some were persons affiliated with Wesleyan and others were affiliated with other colleges or the Alternative Licensure Center. Plans of study were also prepared for the participants in the Teach Up project.		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,142
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
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	3.49
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
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)		3		
Middle Grades (6-9)				
Secondary (9-12)		1		
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>
Comment or Explanation				

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

2008 - 2009 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	7	100
Institution Summary	7	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	1	1	1	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						
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	13	92	69
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**

<b>LEA</b>	<b>Number of Teachers</b>
Nash-Rocky Mount Schools	131
Wayne County Public Schools	36
Edgecombe County Schools	34
Halifax County Schools	29
Wake County Schools	28
Roanoke Rapids City Schools	23
Franklin County Schools	21
Lenoir County Public Schools	17
Wilson County Schools	17
Johnston County Schools	15

**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**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full- time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
3	1	8