

IHE Bachelor Performance Report

Peace College

2009 - 2010

Overview of the Institution

Peace College is a liberal arts undergraduate institution for women that was founded in 1857 by Presbyterians in the Synod of North Carolina who desired to establish at the state capital a school "of high grade" for young women. In its earlier years of operation, Peace offered course work at all levels, from kindergarten through college. By 1969, Peace no longer offered elementary and secondary instruction and the program of study led to an Associate of Arts degree. In 1996, Peace was accredited as a baccalaureate institution offering a variety of majors leading to the Bachelor of Arts degree. The Board of Trustees voted unanimously in 2004 to eliminate the associate degree programs by May 2005. In 2007, Education became a major at Peace. The Education major provides courses leading to dual licensure in the areas of Elementary Education K-6 and Special Education: General Curriculum K-12. The Peace Passport, the Peace College Liberal Education Program, has as a primary objective, the development of leadership skills in its graduates. This objective provides an excellent base for the Education Conceptual Framework developed collaboratively by leadership of the Wake County Public Schools and selected faculty of the college. Peace is located in downtown Raleigh within a half mile of the state capital and is one of six higher education institutions located in the Raleigh area. Peace has strong partnerships with the First Presbyterian Church of Raleigh and the Wake County Public Schools. Peace is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. With an enrollment of 745 students and a faculty of 79, Peace has a small student-teacher ratio.

Special Characteristics

The Education Department offers a major that satisfies requirements for licensure in both Elementary Education K-6 and Special Education: General Curriculum K-12. Candidates move through this program in cohorts of approximately 20. The program was initially developed in collaboration with the Wake County Public School System and is designed to address issues identified as relevant by the Education faculty and WCPSS. Regular meetings of the Peace Education Advisory Council ensure communication between the two agencies. A unique feature of this program is the College Liaison position. A faculty member employed by the WCPSS spends 70% of her time in the Peace College Education Program and serves as Elementary Education Coordinator. The College Liaison and the Assistant Superintendent of Human Resources collaboratively assign the field placements. The Peace Education Program includes a provision for addressing the needs of Teacher Assistants and other working adults who desire to become licensed teachers. The Licensure-Only Evening Program allows candidates who have a

baccalaureate degree from an accredited institution and a 2.5 GPA to continue their employment and attend classes on Tuesday and Thursday evenings.

Program Areas and Levels Offered

The Peace College Education Program offers candidates the option for an undergraduate major in Education. Successful completion of this major results in a recommendation for an A-level licensure in Elementary Education, K-6 and Special Education: General Curriculum, K-12.

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>Peace College has a formal, signed, collaborative plan with the Wake County Public School System. A WCPSS National Board Certified Teacher is on-loan to Peace College serving as liaison between the college and the school district. The collaborative agreement was updated on April 8, 2009 to include priorities related to 21st Century goals.</p>	<p>Priorities collaboratively identified by Wake County Public School System and Peace College include: Provide candidates with skill in teamwork, collaboration, and use of data to improve student achievement in 21st century skills.</p>	<p>Assignments requiring teamwork are made in the following courses: Instructional Technology (EDU 306), Elementary Practicum (EDU 331) with instructions to share materials and products with collaborating teachers in WCPSS.</p>	<p>7/09 - 6/10</p>	<p>18</p>	<p>Candidates created electronic games and compiled internet resources addressing the use of technology in the classroom. They shared these and other resources with fellow candidates and educators in public schools in which they were placed. Candidates shared varied uses of technology to teach with cooperating teachers during field experiences. Research and materials were posted on a class wiki and made them available to colleagues. Data is collected each semester to document effects of technology exposure on cooperating teachers. Targeted technology instruction will be offered to partner</p>

					teachers during the next school year based on needs evidenced by data analysis.
<p>Peace College has a formal, signed, collaborative plan with the Wake County Public School System. A WCPSS National Board Certified Teacher is on-loan to Peace College serving as liaison between the college and the school district. The collaborative agreement was updated on April 8, 2009 to include priorities related to 21st Century goals.</p>	<p>Improve recruitment of teachers licensed in Special Education.</p>	<p>Recruitment activities have attracted Teacher Assistants who are pursuing licensure in Special Education to the Peace College Licensure Only Program.</p> <ul style="list-style-type: none"> • Peace faculty members provided information on the Licensure Only program at the Wake County Lateral Entry Fair. • Peace faculty shared Licensure Only information with WCPSS Teacher Assistants on the Teach-Up Grant • Peace faculty developed a television segment that describes the program; it was shared on a local TV channel and is posted to the college website. 	<p>(2 hr) session</p> <p>(3) 2 hr. sessions</p>	<p>200-300 prospective teachers</p> <p>75 all three sessions</p> <p>All who viewed on TV or on website</p>	<ul style="list-style-type: none"> • Several inquiries were received as a result of the Lateral Entry Fair. • The collaborative partnership between the Wake County Public School System and Peace College continues to recruit Teacher Assistants into the Licensure Only Program. This year, 10 Teacher Assistants from Wake County and 2 from Chapel Hill are program candidates and four completed the program. Three are employed as

		<ul style="list-style-type: none"> • A faculty member presented information on literacy instruction to Teacher Cadets. 	2 hr. session	12	<p>teachers in Wake County Public Schools and one is interviewing.</p> <ul style="list-style-type: none"> • Teacher Cadets used information and modeled when reading to students in WCPSS elementary schools.
<p>Peace College has a formal, signed, collaborative plan with the Wake County Public School System. A WCPSS National Board Certified Teacher is on-loan to Peace College serving as liaison between the college and the school district. The collaborative agreement was updated on April 8, 2009 to include priorities related to 21st Century goals.</p>	<p>Improve teacher retention through requiring extensive field-based experiences emphasizing development of expertise in dealing successfully with diversity.</p>		8/09 – 5/10	68	<ul style="list-style-type: none"> • The College Liaison and Assistant Superintendent for Human Resources placed 68 candidates in field experiences during the 2009-2010 academic year. Eighteen of the field supervisors are National Board Certified teachers. • All graduates of the Peace Education Department who are teaching in Wake County have received positive feedback from principals on employers' surveys conducted by the Department. at Greenlee Primary School Summer 2009 and Summer 2010

			8/09 - 5/10	29	<ul style="list-style-type: none"> • All candidates provided evidence in the capstone portfolios of unit, lesson, and class management plans that addressed the needs of the diverse classroom.
<p>Peace College has a formal, signed, collaborative plan with the Wake County Public School System. A WCPSS National Board Certified Teacher is on-loan to Peace College serving as liaison between the college and the school district. The collaborative agreement was updated on April 8, 2009 to include priorities related to 21st Century goals.</p>	<p>Develop a sense of community between Peace College candidates and WCPSS.</p>	<ul style="list-style-type: none"> • The Teacher on Loan Agreement between Wake County Public Schools and Peace continues to provide for the College Liaison who spends 70% of her time teaching methods courses, advising and recruiting and placing candidates in field placements at Peace College. She spends 30% of her time coordinating the National Board Certification Program in WCPSS. • Teachers and supervisors from WCPSS, some of whom serve as adjunct 	7/1/09-6/30/10	1	<ul style="list-style-type: none"> • The College Liaison provides leadership in developing a cadre of National Board Certified Teachers in the Wake County Public Schools who mentor Peace College candidates. • Professional collaboration was fostered through candidate participation in Wake County Public Schools staff development in dealing with hyperactive students, classroom management, and formative assessment. • Speakers from Wake County Public Schools presented sessions to the
			7/09-6/10	7	

		<p>instructors, present sessions to Peace candidates on relevant topics.</p> <ul style="list-style-type: none"> • Peace candidates participate in staff development with WCPSS teachers. • WCPSS and Peace College continue to collaboratively identify additional members of the Peace College Education Department Advisory Council for the purpose of fostering close relationships between the college and school system, as well as promoting collaborative decision making. 	<p>7/09-6/10</p> <p>7/09-6/10</p>	<p>29</p> <p>2</p>	<p>Peace candidates on the following topics:</p> <ul style="list-style-type: none"> - Diversity (EDUC 451) - Working with Students and Parents from Underrepresented Groups (EDUC 451) - Professionalism (EDUC 200) - Technology (EDUC 450) - Science Notebook Training (EDUC 305) - Using Formative Assessment Data to Plan Math Instruction (EDUC 461) - Meeting the needs of AIG students (EDU 451) - Using technology to enhance instruction (450) - Using Response to Intervention (RTI) in literacy instruction (EDU 460) <ul style="list-style-type: none"> • Candidates participated in professional development on classroom management, formative assessment, and dealing with hyperactive students.
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					<ul style="list-style-type: none"> • The Peace College Education Department Advisory Council met four times during the academic year for the purpose of providing input on major policy decisions and approving candidate applications. • Two new Wake County administrators were added to the Advisory Council: David Neter, Chief Business Officer, WCPSS, Stephen Gainey, Asst. Superintendent, Human Resources, WCPSS • Two recently retired (Mr. Maurice Boswell and Ms. Jonibel Willis) WCPSS administrators were retained on the Board.
Peace College has a formal, signed, collaborative plan with the Wake County Public School System. A WCPSS National Board Certified Teacher is on-loan to Peace College serving as	Improve K-12 student achievement by training teachers who are prepared to be licensed in both elementary and special education.	The dual licensure program at Peace has been in operation for four years.	7/09-6/10	20	Six completers have been hired by WCPSS.

liaison between the college and the school district. The collaborative agreement was updated on April 8, 2009 to include priorities related to 21st Century goals.					
Chapel Hill Carrboro Public Schools	Serve and seek collaboration with schools and districts where our candidates are placed.	Faculty member served on Chapel Hill High School SIT as a co-chair.	8/24/09-5/27/10	12 members SIT school community	Adjustments to the school procedures and policies based on tracking progress on the School Improvement Plan.
All North Carolina LEA's	Increase student interest in stem fields	Faculty member served as head elementary judge for the State Science and Engineering Fair	3/27/2010 (one day event)	54 student projects judge	Elementary students were able to get share their excitement about science with judges
Healthy Start Academy, Durham	Support low wealth schools	Faculty member served students by mentoring	9/1/10- 6/12/10 (weekly)	4 students	Students have a supportive adult to encourage their success in school.
Multiple low wealth school districts	Support low wealth schools	Faculty member taught a week-long mathematics course held at Peace College to nine K-5 teachers from low wealth North Carolina school districts. The course included content knowledge and pedagogy in measurement and data	6/28/10-7/2/10(ongoing)	9 teachers	Provide expanded knowledge and skills in mathematics and provide ongoing support

		<p>collection and analysis. At the end of the course contact information was shared with the offer of continued communication and support throughout the next school year as needed as the teachers implemented the information presented in the course and shared what they learned with colleagues in their school districts.</p>			
Wake County and other NC School Districts	Support practicing teachers	<p>Faculty member has collaborated with several professors and math leaders from across the United States through the National Board for Professional Teaching Standards to create an online mathematics professional development for middle and high school algebra teachers. In response to a need to increase teacher effectiveness in teaching algebra based on assessment of student understanding.</p>	7/1/10-6/29/10	<p>Several North Carolina public school teachers, including at least one from WCPSS, will take the course free of charge as the course launches this summer.</p>	<p>Better access to professional development for teaching middle and high school algebra.</p>
Wake County	Support practicing	Faculty member guided	7/1/09-6/30/10	700 teachers	Teacher effectiveness and

	teaches	over 700 WCPSS teachers through candidacy as they pursued National Board Certification in the 2009-10 school year, leading regular support sessions for the candidates after school and on Saturdays. Additionally, she guided approximately 50 NBCTs in renewal of their certification by helping them develop a Profile of Professional Growth.			teacher leadership
Wake County	Supporting the School District	Faculty member serves on the following Wake School District committees: Student Assignment Committee, Student Achievement Committee, and the Superintendent Search Committee.	10/15/09 – 6/30/10	Students, Parents and Employees of Wake County	Leadership to promote student achievement.

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

Faculty service to public schools is based on a signed, collaborative agreement between Wake County and Peace College. This agreement was initiated in 2005 and was updated on April 8, 2009 to include 21st century skills as priorities. On-going priorities are: improve recruitment of teachers licensed in special education; improve teacher retention by providing candidates with field-based experiences under the supervision of accomplished teachers and by building a sense of community with WCPSS during their undergraduate training; give experienced teachers professional development and leadership opportunities; improve student achievement by training teachers who are prepared to meet diverse student needs in both elementary and special education. An additional priority was added by the sitting superintendent and addresses 21st century goals. This priority is to develop in teacher candidates skills in the following areas: teamwork, collaboration, and use of data to improve student achievement. Pursuant to fulfillment of these priorities, faculty members have provided service to the public schools in the following ways: providing training for teachers of diverse student populations to pursue National Board Certification; arranging to allow Peace candidates to complete WCPSS professional development training; developing/leading special education professional development for K-5 teachers; providing professional information and recruiting Teacher Cadets in local high schools; working with candidates in cohorts, providing training in cooperative learning and use of data from the North Carolina Public School Report Card to improve student achievement. Faculty members also serve on public school boards and committees and in other LEA's where some of our candidates have been placed for student teaching and practicum.

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

A component of the Peace College Education major is a commitment to candidates to provide assistance during their first three years of teaching. Our first candidates completed licensure requirements in May, 2008 and several were offered early contracts by the Wake County Public School System. Faculty members have maintained contact with these completers through e-mail, visits, and meetings on campus to identify needs of these beginning teachers. Completers understand that they have Peace College faculty members as a support system and they can continue to contact the college for assistance. Data on numbers of graduates who request assistance is shared with the Chair who maintains records.

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

Entry requirements for the Peace College evening program Licensure Only teachers include an undergraduate degree from an accredited institution with a minimum 2.5 GPA. Pre-requisite courses for Licensure Only teachers are waived. The program includes 50 hours of class and field work. Lateral Entry teachers are allowed to complete one of two student teaching requirements in their own classroom. Field experience requirements are modified based on previous or current appropriate experiences. Completion of the program results in a recommendation for dual licensure in Elementary Education, K-6 and Special Education: General Curriculum K-12. Because of the severe shortage of special education teachers, three of our candidates have been employed in Wake County as Lateral Entry Teachers while completing licensure requirements. These three Lateral

Entry teachers are continuing to receive on-site consultative and technical assistance from Peace College faculty members.

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

One Peace Education Program project stemmed from a request from an elementary school principal in a Wake County Public School. The intent of the project is to increase the teacher technology skill and usage at the school. A class of teacher candidates at Peace College taking an instructional technology class, were assigned classrooms in the elementary school making the request. As teacher candidates learned technology skill they would share what they were learning with their partner teacher in the elementary school. Teacher were able learn technology skills from the Peace education students assigned to their classroom.

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

Peace College Education Club, under the direction of a faculty advisor is implementing a tutoring program. In addition, the Education Club prepared a booklet of common Spanish/English words and phrases for use by beginning teachers. Through the North Carolina Collaborative Project, faculty member taught a week-long mathematics course held at Peace College to nine K-5 teachers from low wealth North Carolina school districts. The course included content knowledge and pedagogy in measurement and data collection and analysis.

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

The Peace Education Program is addressing State Board of Education priorities in a number of ways. 1. Globally Competitive Students: All Peace candidates are required to have a Cross Cultural experience to satisfy graduation requirements. This can include study abroad, mission trips, second language mastery, or projects emphasizing another culture. In addition, diversity is infused in the program. Candidates are required to address diversity in the classroom in lesson plans, instructional strategies and classroom management plans, and to utilize diverse elements present in the classroom to maximize student achievement. 2. Leadership by 21st Century Professionals: The Peace Education Program is directly aligned with the North Carolina Professional Teaching standards and the New Teacher Evaluation Instrument. It is also guided by the Five Core Propositions of the National Board for Professional Teaching Standards. Candidates work collaboratively with student teacher supervisors, many of whom are National Board Certified or are working toward this certification. Student teachers participate with School Improvement teams during their field experiences. Leadership is identified in the Conceptual Framework, is infused in the program, and is assessed by partner and clinical teachers, college supervisors, and the candidates themselves, using the Teacher Roles Rating Scale. 3. Healthy and Responsible Public School Students: Peace Education candidates are influenced by the tenets of the Conceptual Framework that emphasize leadership, learning, collaboration, facilitation, relevance, rigor, and relationships. These dispositions help to ensure that their classroom instruction will promote health and responsibility among public school students. Graduates' own growth in the roles of leader, learner, collaborator, and facilitator help to ensure they will model those roles for

students in the public schools. The Peace Program requires a methods course that integrates healthful living to ensure that completers have competencies in teaching healthful living. 4. Innovation in Public Schools: Peace College Education faculty members encourage the development of Professional Learning Communities through the cohort model for delivery of instruction. Faculty members also provide Professional Learning Community staff development in partner public schools at the request of school administrators. Staff development sessions address the incorporation of new technologies, software, and innovative, research-based teaching strategies. 5. 21st Century Systems: The Peace Education Department collaborates with Wake County's priority in developing candidates' skill in teamwork, collaboration, and utilization of data in making instructional decisions. Peace College candidates also receive instruction in use of technology in delivering instruction and in assisting students to utilize technology to maximize their own learning. Candidates apply this knowledge throughout their curriculum using technology laboratories located in dorms and classroom buildings throughout campus. They are required to use technology as they prepare and submit their own assignments and as they plan and deliver instruction in their assigned classrooms.

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

Peace education faculty members placed special emphasis on re-visioning the program. Public School Partners including field experience supervisors provided ideas for educating students for the 21st century with major emphasis on producing capable users of technology, teamwork, collaboration and the utilization of data to make instructional decisions. Courses were integrated and field experiences were revised to reflect new standards and program re-visioning efforts. Education students have begun to participate in creating projects designed to meet the NC Professional Teaching Standards. These projects “evidences” will be assessed starting next academic year.

Supplemental Information (Optional)

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

The Peace Education Department offers a two-day preparation session for students preparing to take Praxis I. Additionally, the Peace Education Department offers a one semester hour preparation course for each of the two Praxis II tests required for licensure in Elementary Education and Special Education: General Curriculum. Twenty students participated in each of these courses. Praxis preparation toolkits and other materials are available for check-out from the Educations offices by candidates.

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

Potential degree-seeking candidates are provided with information on the Education Program during Visitation Days and Open House sessions through the academic year. Peace Admissions Staff travel the state sharing information about the Education major and other academic offerings. The Licensure Only Program was developed as an incentive for adult learners to continue working and attend classes in the evenings and on the weekends. Licensure Only candidates are recruited through media (newspapers, television and radio) as well as job fairs, literature, and information seminars in the Wake County Schools.

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

Descriptive information on the program is shared with audiences that contain minority representation in the hope that some minorities will find the program attractive. In addition, special efforts are made to recruit and employ a faculty member of color who in the education program. A statement encouraging minority applications is included in the advertisement for the position and applicants. Faculty development funds have been used to support applied research efforts, such as the currently-funded one to identify ways to recruit minority candidates into the program. One faculty member has conducted training with Teacher Cadets in area high schools in an effort to recruit a more diverse teaching workforce. The Education Department makes available work study opportunities for students who may be currently pursuing a different major. One of three work study students is a person of color who serves as a research assistant. Additionally, men are permitted to enroll in the evening Education Program. Currently, there is one male enrolled in the program. This year there was a doubling of the number of African American student enrolled in the program. Minority students registered in the program include 8 African Americans, one Hispanic, and one Asian.

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	1
	Hispanic	Hispanic	1
	White, Not Hispanic Origin	White, Not Hispanic Origin	29
	Other	Other	
	Total	Total	31
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	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	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	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	Total	Total	0

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
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		
Our numbers of candidates appear higher because the same group is receiving two areas of licensure.		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	NA
MEAN SAT-Verbal	*
MEAN ACT Composite	NA
MEAN ACT-Math	*
MEAN ACT-English	NA
MEAN PPST-R	177
MEAN PPST-W	175
MEAN PPST-M	176
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.39
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)				
Elementary (K-6)	5	8		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	5	8	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	10	100
Spec Ed: General Curriculum	10	100
Institution Summary	20	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		13				
U Licensure Only		9				
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	11	91	55
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

* - Less than five graduates employed in any one LEA. Results not Reported.

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
4	0	4