

IHE Bachelor Performance Report

Shaw University

2009 - 2010

Overview of the Institution

Shaw University, founded in 1865, is the first historically Black college of the South. Shaw is a private, coeducational liberal arts university affiliated with the Baptist Church. The University awards degrees at the undergraduate and graduate levels. Shaw University is committed to providing educational opportunities for a diverse population who otherwise might not have the opportunity for education. The primary mission of the University is teaching, with the commitment to maintaining excellence in research and academic programs that foster intellectual enhancement and technological skills. Additionally, the University stresses character development, which includes religious, cultural, social, and ethical values. Ultimately, Shaw University endeavors to graduate students with demonstrated competencies in their chosen fields of study.

Special Characteristics

Shaw University is an urban institution that is located in the heart of downtown Raleigh, North Carolina. The city of Raleigh, the capital of North Carolina, is located in one of the fastest growing metropolitan areas of the United States. A major effort toward serving the needs of the non-traditional student is the University's College of Adult and Professional Education (CAPE). CAPE offers select courses to students who live in urban and rural localities throughout North Carolina that lead to the bachelor's degree. This undertaking is consistent with the University's long history of continuous efforts to provide educational opportunities for diverse students in general and the underserved in particular. The Shaw University Department of Education offers teacher preparation curricula that are accredited by the National Council for Accreditation of Teacher Education (NCATE), the North Carolina Department of Public Instruction (NCDPI), and the Southern Association of Colleges and Schools (SACS). Admitted students include the traditional undergraduate Education majors as well as certification-only and lateral entry students.

Program Areas and Levels Offered

The Shaw University Department of Education offers the bachelor's degree in the following program areas: Birth through Kindergarten Education (B-K) and Elementary Education (K-6). English Education (9-12) and Mathematics Education (9-12) are offered through the College of Arts and Sciences.

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>Department of Education faculty members provided professional development for parents on the topic, “Changing the Way We Do Business in the Village through Parent/Family Empowerment.” This was an effort to empower parents to assist their children with academic achievement in an attempt to close the academic achievement gap. Parents participated in the workshop on “Home Study Skills.” Kindergarten parents at Selma Elementary received training during the first semester. Kindergarten through fifth grade parents</p>	<p>Priority - Services to the Public Schools Rationale - Principals identified need for more Professional Development for Parents and Teachers</p>	<p>Department of Education faculty members provided professional development for parents on the topic, “Changing the Way We Do Business in the Village through Parent/Family Empowerment.” This was an effort to empower parents to assist their children with academic achievement in an attempt to close the academic achievement gap. Parents participated in the workshop on “Home Study Skills.” Kindergarten parents at Selma Elementary received training during the first semester. Kindergarten through fifth grade parents received the training at Selma and Bugg Elementary Schools during the second semester. Parents at Pre-Eminent Charter School</p>	<p>Start date – 11/2009 End date - 5/2010</p>	<p>Approximately 110 parents</p>	<p>Posttests were provided and indicated that parents benefitted from the workshops.</p>

<p>received the training at Selma and Bugg Elementary Schools during the second semester. Parents at Pre-Eminent Charter School participated in workshops on End of Grade Testing.</p>		<p>participated in workshops on End of Grade Testing.</p>			
<p>Wake County Schools</p>	<p>Priority - Provide support for low-performing/at risk school(s) and students with special needs/students who are under-represented Rationale - Wake County can provide Special Ed preschool and Multi Disciplinary Services for parents and children in the South East corridor</p>	<p>Partnership between Shaw University and Wake County Schools which provides program for pre-school children who were enrolled in the Shaw University Center for Early Childhood Education, Development, and Research. The teachers and teacher assistants are WCPSS employees who have credentials in both Birth-Kindergarten education and Special Education. A multi-disciplinary team is also located in the program allowing children and families who live in the surrounding community to have access to much needed screening, diagnosis and supportive services. The Center has a 5 star rating. The Center provides a teaching and</p>	<p>Start date – 8/2009 End date - 6/2010</p>	<p>44 children and their families</p>	<p>36 children “graduated” ready to enter appropriate kindergarten programs. 8 children were advanced from the three year old program to preschool. Area preschool children received diagnostic screening and were referred for resources. Parents learned about child development issues, proper nutrition, literacy in the home etc and how to support their child’s learning needs through monthly workshops.</p>

		<p>research facility for Shaw education majors, faculty, and staff, as well as a source of professional development for Wake County pre- and in-service teachers, parents, and other professionals who work with young children and their families. The Center offers 1) a pre-school program for children from three to five years old; (2) diagnostic testing and therapeutic treatment, especially for speech and language disorders, as well as consultation and parent education for families of atypically developing children; (3) professional development workshops and learning experiences for Shaw University undergraduates and graduate students, as well as other professionals who work with young children and their families; and (4) after school and summer programs, and parent education programs for residents of southeast Raleigh and Wake County. The Center provides a safe and caring environment that promotes learning and child</p>			
--	--	--	--	--	--

		development. This academic year the program for the Center enrolled 44 pre-school children, 22 students selected by Wake County Schools and 22 students selected by Shaw University. Children selected by Wake County Schools have been identified as those with atypical developmental/special needs. Shaw University-selected children are funded by the More at Four program and represent children with both typical and atypical developmental needs.			
Bertie County Schools	Priority - Develop and implement a collaborative educational program to prepare current teacher assistants to become certified teachers for the district in the areas of Math, English and Elementary Education. Rationale - increase the number of newly qualified teachers for Bertie County School System		Start date – 8/2009 End date – 6/2010	The cohort consists of 5 freshman and 6 sophomores.	At the end of the school year 9 of 11 students had a GPA of 2.5 or higher, and 5 of the 11 students had a GPA of 3.0 or higher.
Johnston County; Wake County, Greene County;	Priority and Rationale - Support for low-	After school tutorials provided to students who attend schools	Start date –	243 elementary school age	The posttest results preliminarily indicate

Franklin County, Vance, Bertie County, Martin County, and Edgecombe County Schools (Supplemental Educational Services Program (SES) funded through the Historically Minority Colleges and Universities Consortium)	performing/at risk school(s) and students with special needs/students who are under-represented	that did not meet Average Yearly Progress for the past three years.	10/2009 End date – 5/2010	children	that students demonstrated significant growth. Parents were required to have a conference with the teacher to approve the individual learning plan and were provided monthly progress reports.
Rocky Mount	Priority - Support for beginning teachers to improve student learning and increase student achievement Rationale – Increase the number of teachers with Birth-Kindergarten credentials in the Rocky Mount LEA	The Child Development Associate (CDA) National Credentialing Program was provided for BK teacher assistants in Rocky Mount	Start date – 9/2009 End date – 5/2010	14 students fall semester 13 students spring semester	100% of the students were successful in completing CDA 110 and CDA 220
Head Start Teacher Educational Project (TEP) (grant funded by the United States Department of Health and Human Services for \$750,000 for five years) Telamon Corporation	Priority - Support for beginning teachers to improve student learning and increase student achievement Rationale – Increase the number of teachers with Birth-Kindergarten bachelor degrees and NC teacher's license to improve student	A cohort of Head Start Teachers from five North Carolina counties is earning their bachelor's degree in Education. The program coordinator provides advisement and support for the students. The students participated in monthly seminars provided by faculty to enhance their program.	Start date – 8/2009 End date – 6/2010	The cohort consists of 15 Teachers	One member of the cohort received her B-K degree in May 2010 and subsequently her BK license. Two members of the cohort were formally admitted this year. The remaining students continue to progress through the

	outcome				program.
Head Start Teacher Educational Project (TEP)	Priority - Increase/Support Parental Involvement in Schools Rationale – Provide opportunity for primarily African-American and Latino parents from low income backgrounds to become partners in readying their children for successful school experience.	Six workshops were conducted for teachers and parents throughout the year which covered topics such as “Helping to Build Self-Esteem in Preschool Children” and Recognizing Nutritional Physical Deficiencies in Preschool Children”. Workshops were conducted on Saturdays and child care was provided for the parents. Healthy lunches were provided for parents and children that attended. Parents received many handouts as well as coupons and resource information at each workshop. Stipends to offset transportation costs were provided.	Start date – 9/2009 End date – 4/2010	An average of 5 parents attended each workshop.	Data from the final two workshops show that one hundred percent (100%) of the parent participants expressed satisfaction (100% strongly agreed) with the training they received, based on their evaluation of clarity of purpose, practical use of information, expertise of presenters, opportunity to be active participants, and selection of appropriate and high quality materials.

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

A faculty member served as a member of the Wake County Public Schools' Health Advisory Committee. Parents who received professional development training, at the request of the principal of a partner school, reported that they appreciated the hand-outs and indicated that they would use them at home with their children (new initiative). Parents requested that more workshops be offered next year. Two faculty members continued to serve on the Historically Minority Colleges and Universities Consortium (HMCUC) whose primary goal is to close the achievement gap for North Carolina students. At the request of the principal of one partner school, for the third year five faculty members conducted four workshops for parents on "Language Development" and Home Study Skills," based on the "Changing the Way We Do Business in the Village through Parent/Family Empowerment" Regional Training sponsored by NCDPI..

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

The Head Start Teacher Educational Project (TEP) continued to fund fifteen Head Start and Early Head Start teachers at the University. Teachers earned at least six credit hours each semester; they also earned six credit hours during the summer. Courses were offered at no cost to Head Start and Early Head Start teachers. Faculty members developed and facilitated TEP workshops for Head Start teachers and parents and teachers from partner schools. These workshops were targeted for preschool and kindergarten teachers, especially beginning teachers and young parents (fourth year). Some of the workshops that faculty members developed and conducted during the 2009-2010 academic year included "Helping to Build Self-Esteem in Preschool Children" and Recognizing Nutritional Physical Deficiencies in Preschool Children". The Department continued to offer a Praxis II preparation seminar for beginning teachers. The seminar was offered to Shaw University alumni who were beginning teachers, free of charge. The Department's Web page, that includes preparation materials, is available to beginning teachers who are graduates of Shaw University. Further, the Curriculum and Materials Center continued to acquire the newest Praxis I and II preparation materials. The Department scheduled classes for its students, including beginning teachers, in the evenings and on Saturdays to make it easier for them to attend. Beginning teachers who received professional development training from Shaw University faculty reported that they learned useful strategies on how to better work with parents and families. Parents who received professional development training from Shaw University reported that they would like to have more workshops and indicated that "more parents should hear this valuable information so they can help their kids at home."

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

In an effort to support the licensure-only (certification-only and lateral entry) program, the Department offers online courses to students, including beginning, career, and certification-only/lateral entry teachers. Ten online courses were offered in fall 2009, eight online courses were offered in spring 2010 and eight are being offered this summer. The program continued to serve students, especially those who live in remote areas from the main campus, by offering a variety of delivery options, including online (Blackboard), broadcast, face-to-face, and hybrid courses. Broadcast courses were delivered to College of Adult and Professional Education (CAPE) centers in Ahoskie,

Rocky/Mount Extension, and Kannapolis (third year). While students are able to take many of their University courses via online (Blackboard) and broadcast, they come to the main campus for all services, such as academic advisement, conferences with faculty, use of library resources, and speech and hearing screenings. Several videoconference meetings were broadcast from the main campus to CAPE centers to share information on such issues as academic advisement, recruitment, transcript evaluations, course offerings, programs of study, and program coordination. One faculty member participated in a job fair sponsored by Wake County Schools to recruit lateral entry teachers into teacher education programs at Shaw. To attract lateral entry teachers into teacher education programs, the Department continued to offer many courses in the evenings and on Saturdays. Faculty members extended their office hours for academic advising into the evenings for the same purpose. For both fall and spring semesters, the Coordinator of Academic Advising and Volunteer Service presented an evening session to students, including lateral entry teachers, on academic advising. All students, including lateral entry students, were advised at least twice each semester during extended office hours, in person or by e-mail, phone, and/or videoconferencing. Advisors evaluated students' transcripts and planned a program of study for them. Several faculty members provided professional development training for lateral entry teachers in partner schools.

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

To facilitate students' ability to attend school and work full-time, online courses are provided for 50% of the course of studies. In other service activities, faculty members provided support to career teachers through professional development activities/workshops and classroom assistance in tutoring/mentoring at Bugg Elementary School. Teachers, including career teachers from partner schools, were invited to participate in TEP workshops and activities. A mathematics education faculty member, through a grant, assigned Mathematics, Science, and Mathematics Education undergraduate students to work with career teachers in five local elementary schools and two middle schools. The Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education (B-K) is designed to support career teachers by providing candidates with advanced academic and professional experiences in early childhood education that will enable them to become creative contributors to the advancement of knowledge in the education of young children and effective teachers of young children. Students collaborated with faculty members on conducting literature searches and developing and making presentations to other teachers and parents. Computers in the Praxis Lab are equipped with the research software, Statistica II, to assist students in research work, including data analysis. The Curriculum and Materials Center has extended hours of operation to allow students, including career teachers, to access books, videos, Web searches, and other materials at times that are convenient for them. Support meetings were held during the year so that students could talk about how the program was preparing them to manage day-to-day classroom situations. The Coordinator of Education Field Experiences collaborated with cooperating teachers, who were career teachers, to assist students who were placed in partner schools for field experiences and clinical practice. The University partnered with Wake County Schools to provide professional development workshops for the teachers in the new Shaw University Center for Early Childhood Education, Development, and Research.

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

The University continues to host the Upward Bound Program, providing academic classes, tutoring, and counseling to at-risk students from a number of schools that serve diverse populations. The Dept. of Education received funding through the Historically Minority Colleges and Universities Consortium for the purpose of providing after school tutorials to students who attend schools that did not meet Average Yearly Progress for the past three years. The program has used a research based curriculum, Options Interventions. This program is directly aligned with the North Carolina Standard Course of Study. Teachers select three goals from the Math and Reading Predictors (pretests) based on student scores on the various subtests within the pretests. 243 elementary school age children participated in the fall and spring. The posttest results preliminarily indicate that students demonstrated significant growth. Parents were required to have a conference with the teacher to approve the individual learning plan and were provided monthly progress reports.

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

The Department focused on re-visioning its programs in order to promote “Future-Ready Students for the 21st Century” skills and institutional goals. Some courses, such as EDU 111: Foundations of Education and EDU 280: Educational Psychology, are being revisited to determine how to include their relevant course content in other courses in the curriculum. Consideration is being given to offering two sets of short courses (8 weeks each) during the semester to accommodate the needs of the public schools, as requested by Wake County Schools and Bertie County Schools. Student teaching was reviewed and it was determined through participation of our partnering schools that we would shorten the experience from twelve weeks to ten weeks. All methods courses will have field experiences embedded in them to allow students to have substantial in-the-classroom-experiences before they student teach. Curricula for all programs are being updated to include the new North Carolina Professional Teaching Standards. Syllabi will include the new standards and they will be posted on the Department’s Web page. Additionally, the new standards are being incorporated in assignments and rubrics used to assess students’ work. Blackboard will be used to collect, assess, run reports, and store data. Program curricula also are being updated to include strategies to improve retention by providing learning experiences for students that ensure their success in college. Such strategies include providing students with a “road map” to graduation during their first semester of college, improving courses that prepare students to pass Praxis I and Praxis II, ensuring more consistency in advisement/ advisors, orientation for education majors, using the profile of the education major for the selection of students, and establishing a referral system for students who need additional help with course work outside of class. Further, practically all of the departmental and institutional involvement with the public schools (described earlier), whether it was tutoring or mentoring, serving on committees, or providing community service through the Freshman Seminar, addressed closing the achievement gap. Workshops, seminars, and courses for public school teachers (described earlier) were also provided for the purpose of improving the quality of teachers so that they can have a greater impact on student learning.

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

After two years of collaboration with Wake County Schools and the construction of a new facility, Shaw University opened its new Shaw University Center for Early Childhood Education, Development, and Research in August 2008. The teachers and teacher assistants are WCPSS employees who have credentials in both Birth-Kindergarten education and Special Education. A multi-disciplinary team is also located in the program allowing children and families who live in the surrounding community to have access to much needed screening, diagnosis and supportive services. After being open for the requisite six months the Center was reviewed and awarded a 5 star rating. The Center provides teaching and research facility for Shaw students, faculty, and staff, as well as a source of professional development for childcare providers, pre- and in-service teachers, parents, and other professionals who work with young children and their families. The Center offers: (1) a pre-school program for children from three to five years old; (2) diagnostic testing and therapeutic treatment, especially for speech and language disorders, as well as consultation and parent education for families of atypically developing children; (3) professional development workshops and learning experiences for Shaw University undergraduates and graduate students, as well as other professionals who work with young children and their families; and (4) after school and summer programs, and parent education programs for residents of southeast Raleigh and Wake County. The Center is committed to excellence for young children and their families. It provides a safe and caring environment that promotes learning and child development. Learning is facilitated through play and supported by qualified, positive role models. The activities are stimulating and age-appropriate and help foster creativity, build self-esteem and self confidence, promote independence, encourage exploration, and develop school readiness skills. This academic year the program enrolled 44 pre-school children, 22 students selected by Wake County Schools and 22 students selected by Shaw University. Children selected by Wake County Schools have been identified as those with atypical developmental/special needs. Shaw University selected children who were eligible for funding by the More at Four program and represent children with both typical and atypical developmental needs. Shaw University is part of a consortium which includes Wake County Schools, Telemon Head Start and Wake County Health and Human Services programs providing programs for young children and their families. The consortium is applying for an Early Head Start grant. The grant would fund an infant-toddler program in the Shaw Center for 16 infant-toddlers whose mothers are teen parents and 10 pregnant teen mothers. The program will provide an opportunity for teen parents and pregnant teens to attend school to earn their high school diploma and have their children supported in a health caring environment and then to learn best practices in child development and parenting through participating in the center with their children and through workshops.

Supplemental Information (Optional)

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

Two faculty members attended a workshop on how to prepare students to pass Praxis II. They shared handouts and information with the department. During the re-visioning process faculty members focused on strategies to improve student performance on the tests. The Department continued to offer a Praxis II preparation seminar free to program completers. Faculty members focused on preparing students to take Praxis II by including more opportunities for students to demonstrate their attainment of factual knowledge, their ability to use critical thinking and problem solving skills (comprehension, synthesis, analysis, and application), and their use of examination questions constructed in a format similar to the one used on the Praxis II test. Test-taking strategies are included in syllabi and courses (i.e., the development of vocabulary and reading comprehension). Through our partnership with the North Carolina Model Teacher Education Consortium, students are able to attend Praxis I and Praxis II seminars. Seminar participants were able to request reimbursement of seminar and test fees upon submission of test scores to the NCMTEC.

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

The Child Development Associate (CDA) Training Program is an outreach program that provides opportunities for daycare and Head Start teachers to further their education. The Coordinator conducted seminars and training for teachers in sites in eastern North Carolina. Teachers learned to compile a portfolio that has resources to help parents of preschool children to locate services, obtain help in working at home with their children, further their education, and learn more about the community in which they live. Upon completion of additional work through the Council for Professional Recognition (CPR), teachers receive national credentialing. There were nine teachers who completed the CDA program this academic year. They have the necessary requirements to apply to the Council for Professional Recognition for their credentialing through their working agencies. The Head Start Teacher Education Project (TEP), a five-year grant program, provided full tuition for fifteen students to attend Shaw University in the birth through kindergarten program. Most of the teachers enrolled in TEP are from agencies that are served by the CDA program. The program sponsored workshops, seminars, and activities for parents and teachers (fourth year). In an effort to promote the retention of students, the Coordinator for Advisement and Volunteer Service trained new faculty on student advisement procedures and held one meeting each semester with students to ensure that they were aware of all expectations and to disseminate programmatic information. All faculty members were required to hold at least two advisement sessions each semester with advisees and to counsel them by midterm, if midterm reports showed that they were performing unsatisfactorily in courses. A faculty member participated in Wake County Schools' job fairs to encourage nontraditional students to come to Shaw University to major in Education.

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

The Shaw University-Bertie County Schools partnership, “Grow Our Own Program,” formed in spring 2008 enrolled eleven students in the program fall of 2009. The program sponsors graduating seniors from Bertie County High School each year for four years to enroll in teacher education programs at Shaw University. While attending college with all expenses paid, the select students are also paid a full salary (\$25,000) as employees of Bertie County Schools, and upon graduation from Shaw University, they would be required to stay in Bertie County and teach for no less than five years. The eight students successfully completed their freshman year at the University. Students were advised by the Department of Education faculty and encouraged throughout the completion of their first year general education courses. Four students were acknowledged at the Shaw University Awards Day for earning GPA's ranging from 3.2 to 3.6. Shaw University has a special partnership with The Central University of Nationalities in Beijing, China. As a member of the International Committee, the Chair of the Department has participated in plans to bring students from China to the department. Currently there are two students from China enrolled in the Education department. Another departmental special effort to encourage minority students to pursue teacher licensure is the offering of full scholarships to freshmen with a minimum high school GPA of 3.0 and a 1,200 SAT score who major in Education. The University’s Office of Admissions sponsors visits to several high schools throughout the state of North Carolina and across the United States in an effort to recruit students from diverse backgrounds. During recruitment visits, brochures and information concerning teacher education programs are disseminated. Because of Shaw University’s affiliation with the Baptist Church, many churches sponsor a “Shaw Day” as an annual event to provide information about University programs to potential students. The Office of Alumni Relations recruits minority students through University alumni. Telecommunication outlets (videoconferencing) also were used for minority recruitment. A Recruitment Night was held at the Ahoskie and High Point CAPE Centers to invite community leaders, area public school superintendents, and prospective students to an information session on admission and recruitment, financial aid, the licensure-only program, and the North Carolina Model Teacher Education Consortium (second year). Faculty members attended orientation sessions during the fall and spring semesters to talk about Education programs with prospective students.

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

New initiatives are discussed in previous narrative sections.

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	8
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	2	Total	8
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	Total	0	Total	4
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	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	0	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		

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

	Baccalaureate
MEAN SAT Total	NA
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.36
Comment or Explanation	
* Less than five records with data.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)		1		3
Elementary (K-6)				1
Middle Grades (6-9)		1		
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	0	2	0	4
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	2	*
Institution Summary	2	*
* 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						
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	6	17	17
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	72
Cumberland County Schools	31
Nash-Rocky Mount Schools	26
Durham Public Schools	24
Halifax County Schools	24
Charlotte-Mecklenburg Schools	15
Bertie County Schools	12
Guilford County Schools	12
Johnston County Schools	11
Wilson County Schools	10

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
5	4	1