

IHE Bachelor Performance Report

Meredith College

2011 - 2012

Overview of the Institution

Meredith College “endeavors to create a supportive and diverse community” where students develop “the knowledge, skills, values and global awareness” to become leaders, pursue graduate degrees, and be of service inside and outside of their community. Chartered in 1891 and opened in 1899 as Baptist Female University to foster the “ideals of personal integrity, intellectual freedom, and academic excellence...,” Meredith College has grown to become one of the largest independent private women’s colleges in the U.S. The campus has grown from a single building in downtown Raleigh, N.C. to a 225-acre campus in west Raleigh, with easy access to downtown, the seven other IHEs in the areas, and the beltline surrounding the city. The charter challenges the school community to “emphasize and develop its academic program in terms of scholastic standards and service” as it promotes a liberal arts curriculum that “values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.” Students continue to support this mission with experiences in programs such as service learning, leadership, undergraduate research, study abroad, and internships in the community. Meredith College, which is in close proximity to the Research Triangle Park, serves over 2200 students from 28 states and 15 foreign countries. The graduate programs in education, business, and nutrition serve both men and women. With several local universities and school systems in the area and connections with businesses and agencies in the Research Triangle Park, the College promotes partnerships that work for the betterment of the community. The College strives to create and support a diverse community where students learn from the past, prepare for the future, and grow in their understanding of self, others, and the world community. With over 90% of its faculty with the highest degrees in their fields, Meredith College professors devote themselves to teaching and promoting service in the world. The Department of Education at Meredith College is a part of the School of Education, Health and Human Sciences. Dr. Mary Kay Delaney is head of the Department of Education, and Dr. Marie Chamblee is Dean of the School of Education, Health, and Human Sciences.

Special Characteristics

Teacher preparation at Meredith College embraces the College’s mission – to educate women for excellence and prepare them for service in the wider community. One of the salient features of Meredith College is that teacher education is a professional program, not an academic major; thus, students, faculty, and administration share a campus-wide commitment to teacher preparation. The program is viewed throughout the College and the community as valuing the importance of content knowledge and stressing academic rigor. From the freshman year through graduation, students are advised by full time faculty, where they are assisted in making informed decisions about their major and their licensure program. The professional studies configuration at Meredith College allows every advisor to be an advisor of a potential teacher, and promotes continuous communication with the DOE campus-wide. Students pursuing elementary licensure can major in any one of the 40 majors offered and complement that major with a professional studies component in the elementary licensure area. Students interested in

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

Program Areas and Levels Offered

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

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
Wake County Public Schools Partners: Brooks, Cary, Conn, Durant Road,	Quality Teachers, Administrators, and Staff and Innovation Guided by Leadership Retention of highly	Partner School Support Collaborative Network: Fifth year of BT Conference Activities: Fall 2010 – BT Coordinators from partner schools met to plan the activities for BTs for the 2010-11	9/2010 – 5/1/2010 Will begin again in fall 2011; Principal Meetings: March, April 2011	60 BTs and their mentors; 20 administrators and/or representatives	Evaluations of sessions indicate that BTs will continue to need support; indicated that the sessions provided much needed information as they work with more diverse

<p>Forest Pines, Jeffreys Grove, Northwoods, Partnership, Penny Road, Powell, Salem, Washington, West Lake, Banks Road, North Ridge, Smith, Wiley elementarys; new 2010-11 – Lake Myra Elementary</p>	<p>qualified teachers; support for student learning, professional development</p>	<p>year. Areas of concern from participants in spring 2010 included assessment, meeting the needs of EC students, strategies for instruction (DAP), and classroom management. Specialists workshop included working with diverse needs. BT Conference was sponsored in spring 2010 with 8 sessions from which participants could choose to attend. In addition, DOE faculty provided individual assistance to BTs in their classroom on a voluntary basis. 2. Partner School Administrators Meetings: Spring 2011 breakfasts with partner school administrators for update on school system/school needs (what do we as faculty/students need to do to support schools and students in our network collaborative.</p>			<p>classrooms. Of the 60 BTs that attended the conference, over 90% will return to their classrooms in the fall, if the budget is approved. (Assessed as of spring 2011). The principals/administrators' meetings were updates with partner school administrators ensure that Meredith College is providing support of School Improvement Plan needs. Program changes at the IHE level were also addressed.</p>
<p>Wake County Public Schools: Barwell Elementary, in partnership with the Department of Sociology</p>	<p>High Student Performance; Production of Globally Competitive Students; Develop English language skills of</p>	<p>Barwell Elementary, Raleigh, has been identified as low-performing. In response to their request, DOE and the Department of Sociology have committed 100 students to tutor ESL and other identified students in reading</p>	<p>9/2010-4/2011</p>	<p>75 students at Barwell 100 students from Meredith College</p>	<p>Fifth year of program inception; second year of total commitment to Barwell Elementary. Administrators/teachers indicate the following: Meredith students have a significant impact on ESL and</p>

at Meredith College	elementary ESL students, i.e., Spanish speaking population.	and mathematics.			struggling students at Barwell. Discussing with administrators/ teachers providing more support of faculty as they work with struggling students. Update: Has been identified as "Rising to the Challenge" school and will suspend outside assistance for the 2010-11 school year. Department of Sociology has contacted another high needs school in the area to continue the support program.
STEM for Adolescent Girls (Science, Technology, Engineering, and Mathematics)	Increase mathematics and science competencies in early adolescent girls, nurture middle school girls' enthusiasm for science and math; and improve the link between public schools and Meredith College.	STEM I, II, & III: Computer Science, "Girls Discovering the Natural World," Plant Science Camp, 4th year of grant. Camps focus on science and technology for early adolescent girls. Girls experiment with hands-on science and math-based laboratory activities, work with computer scientists in designing computer programs and understanding the inner workings of computers; and investigate plant biology and taxonomy. Girls work with college students in science education,	3 camps total: June 14-18,2010(2), June 21-25,2010(1)	43 early adolescent girls (18 on full scholarship ; others, partial scholarship); 5 campers participated in 2 different camps.	Funded through the Student Science Enrichment Program (SSEP) at Burroughs Wellcome Fund (BWF). Student attendance mostly from the Triangle area. Pre-post-assessments were completed by students. Evaluation report to Burroughs Wellcome for Year 4 indicates: 50% of students' remarks when asked what they liked least about the program stated that they thought every component was a good as it could get.

		middle school science teachers, and faculty.			<p>This represents an increase from Year 1 through Year 3. Quotes from Year 4 include: This was great: I wish my friends could have attended. Everything was so good; I didn't have a least favorite activity. Can we have boys next year? -80% of participants indicated that their interest in learning science increased as a result of participating in the STEM for Girls camps, while none indicated less interest. 65% of participants indicated that the camps encouraged them to think about taking more science in the future. -90% of participants would recommend the camp to others - 89% of participants told their family or friends about things they did in the program, and 68 percent agreed they were more excited about science as a result of participating in the program.</p>
North Carolina Ready Schools:	Quality Teachers, Administrators, and	MMSI – Summer Institutes that focus on specific mathematics or science content that	Summer Institutes: July 26-28, 2010	250-300 teachers for MMSI	Teachers take ideas to use immediately to develop a problem solving

<p>Meredith Mathematics & Science Institutes (MMSI)</p>	<p>Staff ; Production of Globally Competitive Students, e.g., mathematics, science</p>	<p>delve deeply into the content of "big ideas" that are important for each grade level. Institutes include nationally and internationally acclaimed educators with experienced professional development consultants as leaders. The institutes offer multiple residential professional development opportunities that focus on important mathematics and science content for Pre-K through High School. They are designed for all classroom teachers, resource teachers, lead teachers, mathematics/science coordinators and supervisors.</p>		<p>environment, classroom ready materials, and are given opportunities for discussion and reflection, homework that promotes enrichment and reflection, and opportunities for networking and brainstorming with educators from across North Carolina. Evaluations indicate that participants gain strategies for integration of science, math, and reading in order to enhance the process skills common to all disciplines; teachers learn to collaborate with other teachers as they learn to teach with games so that students can strength their math skills; teachers learn to make connections between hands-on activities and assessment questions through the inquiry method of science exploration; they become leaders in their schools and provide support for their colleagues given the work that they do during the</p>
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					workshops.
North Carolina Ready Schools: FIRST IN MATH® Online Program	Quality Teachers, Administrators, and Staff; Production of Globally Competitive Students, e.g., mathematics	MMSI and Suntex International award mini-grants to classroom teachers in NC to participate in FIRST IN MATH® online program. Based on the popular 24@ game, the program is designed to focus on basic skill acquisition and has an open-ended, self-pacing design that supports differentiated instruction. The Internet-based program provided individual students with opportunities to increase their mathematics skills at their own rate, while earning electronic "award stickers" for their personal and classroom scores. Students played the game that included activities that introduced skills in organized skill sets. The games helped students learn how to adapt and apply knowledge in a variety of problem-solving situations, allowed students to feel ownership of the learning process and helped them experience success in mathematics. The site, http://www.firstinmath.com/ tracked student progress and provided	September 2010 – April 30, 2011	Mini-grants covered up to 100 classrooms in NC	The program has been successful in NC classrooms. Mini-grants for the online program were awarded to 100 teachers. Comments of teachers from the first year of FIRST IN MATH® include: "My students are loving First in Math!! We can only use it on Fridays...but the students look forward to it all week. Some students are getting on at home. They love watching their stickers add up. It is a wonderful program. Our county technology coordinator was so impressed that she is purchasing the program for our whole county. I love it! Thank you so much!!" "I have 2 First in Math teams, Solar and Upstart, which are going strong. We are ranked 5th and 7th in the NATION! YAY! I love and value this program!" "My class loves First in Math and begs to use it. And the students who have internet at home are

		real-time reports for teachers and administrators.			spending a lot of time using it at home."
NCDPI – Teachers Administrators Partnering (TAP) for Mathematics Learning	Quality Teachers, Administrators, and Staff Production of Globally Competitive Students, e.g., mathematics	TAP supports leadership at the building level in K-8 schools. Mathematics content sessions will study the big ideas that have been expressed in the Common Core state standards. The participant teams include a principal and coach/lead teacher from each school. There will be 5.5 days of professional development for principals and lead teachers together and an additional 5 days of math content professional development for the lead teachers. Online work will be available for participants to complete at their convenience. Lead teachers will complete 122 hours and administrators 63 hours of professional development through face-to face sessions, on-line opportunities, and readings. The program goals include: 1. Lead teachers and administrators can earn additional professional development credits in each follow-up year via guided readings	11/11 – present Ongoing through the 2011-12 school year	400-500 administrators and teachers	The TAP project goals and program strategies include: Goal 1 - Increase content knowledge of the mathematics that is essential for K-8 students for each participating lead teacher and administrator during the focus year. Goal 1 will be measured by pre- and post-tests of participating lead teachers and principals using the DTAMS test, developed and scored at the University of Louisville. Goal 2. Increase the school-wide student achievement in mathematics during the focus year and the follow-up year.. Also, a random group of students from each school who participate in the FIRST IN MATH® online program. Goal 3. Improve school-wide classroom instruction of the mathematics curriculum in each school. Goal 3 will be measured indirectly by EOG scores,

		<p>and links to mathematics resources on the web. 2. Lead teachers and administrators will demonstrate an increased math content knowledge. 3. Teams will complete professional development related to formative assessment strategies that promote student self-assessment and responsibility. 4. Teams will establish school-wide initiatives that are designed to engage students in applications of mathematics, build confidence, and stress high expectations.</p>			<p>observational data collected by lead teachers/administrators. Goal 4. Develop sustainable partnerships between and among TAP Math's higher education faculty consultants, participating districts, and individual schools. Goal 4 will be assessed through online surveys and other online data.</p>
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B. Brief Summary of faculty service to the public schools.

Teacher education and non-education faculty members are committed to working in K-12 schools in the Triangle area, not only to serve our program graduates, but also to serve public school students. During the 2010-11 school year, the faculty and public school partners worked together to implement the new blueprinted program at Meredith College. The faculty of the School of Education at Meredith College contacted Person County Schools to propose a collaboration as they implemented "Race to the Top." Faculty continue to serve on many local and statewide committees that support public education including: the Wake Education Partnership, Wake County School Health Advisory Council; LEP Advisory Committee; North Carolina Outdoor Learning Environments Alliance that advises the Office of School Readiness; North Carolina Ready Schools Collaborative Council, specifically the Ready Schools Toolkit Writing Team for the /Effective Curricula, Instruction, and Child Assessment. In addition, faculty serve as officers for the Eastern region of NCTM, as state judges for the North Carolina Math Fair and the North Carolina State Science Fair; and, currently Marge Terhaar-Yonkers is the president-elect for the North Carolina Council for Exceptional Children. Numerous faculty work in schools with teachers and/or individual students as tutors or mentors. Jim Waddelow, music department educator, conducts orchestra clinics in schools throughout North Carolina, Oklahoma, and Texas. Education faculty worked with Wake County Literacy Department to provide workshops for Wake County teachers at Meredith College; English department faculty worked with Hunter Elementary School (WCPSS) to reorganize and catalogue the English/language arts materials, and sponsored an afterschool Academic Enrichment Series aimed at middle schoolers on study skills, notetaking, and grammar. During the summer, the

English department sponsored a young writer's camp for middle school girls, and faculty in mathematics and science sponsor three summer camps focusing on technology and science for middle school girls. Programs, housed under the Meredith Center for Women in Science and Mathematics, include math mentoring in conjunction with the Women of Mathematics Network (WAM) with NCCU; and, Sonia Kovalevsky Day for middle school girls interested in math and science. Faculty and students support public schools in the arts by providing technical assistance, costumes, scenery and lighting equipment for middle/secondary schools in our area. Teachers and administrators, current and retired, from area public schools continue to teach in our program and supervise our student teachers and interns.

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

Donna Kocur and Julie Schrock of the DOE lead the faculty in our work with partner elementary schools, the BT coordinators, and beginning teachers, on providing quality professional development. As reported in our public school involvement section, beginning teachers identified three areas of professional development need: meeting the needs of EC students, classroom management, and strategies for instruction (DAP). In fall 2010, the BT coordinators met and developed seminar sessions in these three areas. The seminar was held in spring 2011 with over 50 participants from surrounding schools. In addition, several BTs have asked for and received individual assistance in their classroom from Meredith education faculty. During the 2011-12 school year, the faculty is proposing to look for ways to expand the BT network support program to program graduates in middle and secondary schools.

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

The RALC coordinator is our direct link to non-degree and lateral entry teachers. The program coordinator for non-degree and lateral entry teachers, Erin Barrow, and the Director of Teacher Education, Dr. Toni Parker, communicate with the RALC coordinator to update program requirements and course offerings. We also keep the RALC coordinator updated concerning any special offerings for lateral entry teachers. The DOE hosted the Triangle Alliance meeting in spring 2011, a forum for all Triangle IHEs and LEAs, to discuss services for lateral entry teachers at all IHEs in the Triangle area. As a member of this group, the RALC Coordinator is able to share concerns and needs with all area human resource personnel and teacher education representatives. Lateral entry teachers are able to take individual courses or work in a program, if they request licensure through Meredith. Lateral entry teachers entering Meredith College and the DOE are advised by a content area program coordinator, who plans a program that considers experiences, needs, and teaching schedule. The DOE also works with school systems that hire lateral entry students who are still in our program. For example, in fall 2010, a dance education licensure student who had completed all but student teaching, was hired by a neighboring county school system as a lateral entry teacher. We worked with the school system to co-supervise with her mentor and principal. Because Meredith is a small community, we find it easy to accommodate alternative licensure teachers' schedules by adjusting course times and designing special studies courses for teachers needing hours to continue teaching. As surrounding school systems employ more alternative licensure teachers, the DOE is finding better ways to communicate our course schedules to those responsible for lateral entry teachers in those counties.

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

Finding a way for career teachers to take a leadership role in working with beginning and lateral entry teachers is one of the missions of the DOE at Meredith College. The BT/Mentor Support Network allows career teachers to serve in two ways: BT coordinators of the area public schools develop the seminar sessions for the BT Network Conference, and the sessions are conducted by career teachers. Several faculty are working with career teachers in the schools. The DOE is very proud to have sponsored the 3rd annual graduate education conference, allowing graduate students in the M.Ed. program, most career teachers, to present their action research to undergraduates, MAT graduate students, faculty, and invited guests. Currently, the DOE is developing workshops for teachers renewing their National Board certification. Meredith Math and Science Institutes are conducted during the summer by career teachers, and career teachers from around the state of NC, including the 2010-11 North Carolina Teacher of the Year, lead the Meredith summer program for middle school students from the Taipei Fu Hsing Private School. During the 2010-11 school year, and in partnership with DOE faculty, three graduate students in the M.Ed. program made presentations at state and regional conferences.

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

For 2010-11 school year, the DOE in conjunction with the Department of Sociology worked with Barwell Elementary School in Wake County to place tutors in reading and mathematics with identified students. In addition, the DOE supports MeredithReads, a college wide service project, by encouraging individual faculty in the DOE and students to register and participate for the year.

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

The SBE priority to develop “globally competitive students” is supported by the DOE at Meredith College through its long term planning and commitment. The DOE addresses the preparation of “globally competitive students” not only by working with students, but also by working with schools and teachers to provide quality instruction. The faculty at Meredith College work hard to encourage girls to excel in mathematics, science, and computer science by continuously recruiting them into summer workshops. The summer programs allow them to develop more of a knowledge-base and strengthen their development as scientists and mathematicians. As the state of North Carolina moves to a retention model for beginning and career teachers, the DOE works to support administrators and BT coordinators as they work with their staff. We provide much needed professional development and resources to beginning teachers, and teachers who struggle. Career teachers have much to share with beginning teachers and allowing them the opportunity to provide professional development on “best practices” recognizes their strengths and puts them in leadership positions, so wanted by experienced teachers. In addition, to support the SBE priority of “leadership for innovation,” teachers involved in Meredith Mathematics & Science Institutes are conducting workshops for their colleagues in math and science. The DOE and Meredith College fully support the SBE priority of “producing globally competitive students” who are “healthy and responsible” into the 21st century. In conjunction with the total college community, the DOE faculty and staff support the MeredithReads program. MeredithReads is designed to help students in oral language, which

includes vocabulary development, expressive language, and listening comprehension. Faculty, staff, students, and alumnae use story-sharing strategies to work with students who have low academic and social skills levels to assist them in developing skills to be competitive in a global environment.

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

During the 2010-11 school year, the DOE at Meredith placed special emphasis on implementing its revised programs, seeking feedback on the revised programs, and creating a new program, Master of Arts in Teaching, licensure in ESL for fall 2011. Rubrics submitted to NCDPI during the summer 2010 were approved. The plan is for the teacher work sample to continue in piloting mode with both the undergraduate and graduate students in the fall 2011, and implemented in spring 2012.

Supplemental Information (Optional)

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

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

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

The recruitment of students into the teaching profession requires a total college and community commitment, and is coordinated through the Admissions Department, DOE, the Teaching Fellows Program, and school systems within our service area. However, because teacher education at Meredith College is a professional program, not a major, all faculty, staff, and alumnae have to continuously recruit potential teachers. The DOE, led by Dr. Julie Schrock, is still partners with the Teacher Cadet program at Broughton High School, in hopes of recruiting more young people, especially minorities, into teaching. Unfortunately, Teacher Cadet programs in many high schools in the area, are being phased out. Throughout the school year, DOE faculty conducted classroom sessions with the students, with the students in the spring. The members of the DOE and all faculty and staff are vigilant about providing information about our program to school systems in the area. Increasing the number of students in the licensure-only program and MAT program at Meredith calls for all faculty to be involved with applicants who express interest in earning a teaching license. We send information to incoming freshmen, travel to high

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

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

During the 2010-11 school year, the commitment that Meredith College has to recruiting more minorities into the college and into the DOE continues to produce results. Latino and Muslim students interested in Meredith and teacher education have increased. All faculty, staff, and students at Meredith College have made a concerted and consistent effort to recruit minority students to Meredith College, and the DOE and the Teaching Fellows office have conveyed to the college community the importance of minorities in the public school classroom. The Director of Teaching Fellows and a DOE faculty member serve on the President’s Diversity Council as it plans awareness seminars for both students and faculty. An increased focus on schools with high minority populations and minority students, contacting those students who specifically inquire about Meredith, and contacts within the public schools have worked to increase the minority enrollment at Meredith College, and minority interest in teaching. Specific departments, such as mathematics, science, English, and the Teaching Fellows Program, have outreach programs for middle and high school students, and we distribute information to those students. Increased work with middle school girls has raised our visibility within that population. Funding has been identified by the College that can be used for LSES students, and the faculty of the DOE support its endowed scholarship for minority students who are committed to teaching. In addition, the four scholarships that the DOE offers serve as a recruitment tool for underrepresented groups in teacher education. The general education requirements at Meredith support the commitment of the College to diversity by “intentionally and systematically addressing the challenges and great promise of . . . diversity.” Meredith’s general education program focuses on human diversity at local, national, and global levels, by developing a student population that values, understands, and is committed to diversity. The DOE continues to see this commitment as a recruiting tool, encouraging diverse students to attend Meredith College, and consider teacher preparation.

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

The DOE is excited about two new initiatives for the 2011-12 school year. During the 2010-11, Meredith College professor, Dr. Jane Gleason, was approached to work with the afterschool programs at the Daniel Center for Math and Science in Raleigh. Jan Hargrove, Director, Teaching Fellows, Meredith College, will be working with the program along with several of our students. The mission of the afterschool program is "to provide improved math, science, and technology education opportunities...for at-risk and disadvantaged students...ages 5-12. Helen Collier, who serves on the board of directors for Hope Elementary Charter School, Raleigh, and Robert Rubin, principal, have asked that we partner with the school to provide assistance for its students and professional development for its faculty and staff. The DOE and child development faculty will be working with the board and administration of Hope to design activities for the 2011-12 school year.

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	5
	Hispanic	Hispanic	2
	White, Not Hispanic Origin	White, Not Hispanic Origin	120
	Other	Other	4
	Total	Total	131
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	1
	Other	Other	
	Total	Total	1
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	
Licensure-Only	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	2
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	3
	Other	Other	
	Total	Total	5

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	0	0
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,185
MEAN SAT-Math	580
MEAN SAT-Verbal	559
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	178
MEAN PPST-W	177
MEAN PPST-M	178
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.26
Comment or Explanation:	

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)	2	7		
Elementary (K-6)		26		
Middle Grades (6-9)		8		
Secondary (9-12)		5		
Special Subject Areas (K-12)		17		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	2	63		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2009 - 2010 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	24	100
Institution Summary	24	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	14	17	11	14	8	
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						1
Comment or Explanation:						

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

2009-2010		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	66	95	61
Bachelor	State	5,569	80	48

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2010-2011.

LEA	Number of Teachers
Wake County Schools	591
Johnston County Schools	110
Forsyth County Schools	53
Harnett County Schools	47
Durham Public Schools	40
Franklin County Schools	35
Guilford County Schools	34
Charlotte-Mecklenburg Schools	30
Nash-Rocky Mount Schools	30
Granville County Schools	27
Sampson County Schools	27

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
9	17	14